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ABSTRACT

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year child development programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material (including team activities, resource persons, case studies, listening teams, debate, brainstorming, games, and Internet activities); (8) list of 95 resources; and (9) 105 teaching aids. The following are among the topics covered in the program: prenatal care and development; hereditary and environmental factors; growth and care of

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children throughout the various stages from infant to school-age child; child care agencies and services; impact of child abuse on children and families; health and wellness of children; employability skills; informed career decisions; and supervised career connections experience. (MN)

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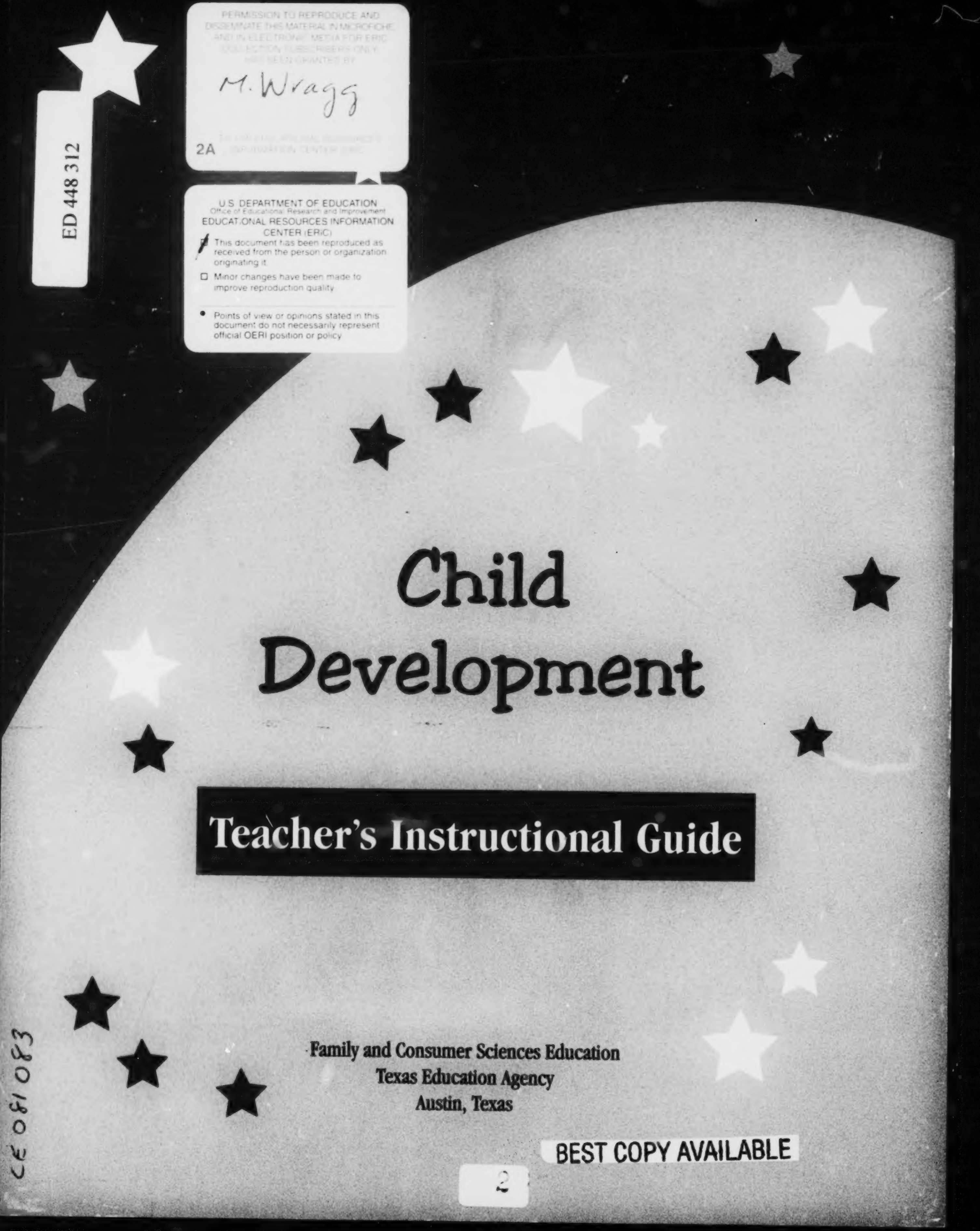

Child Development

Teacher's Instructional Guide

Family and Consumer Sciences Education
Texas Education Agency
Austin, Texas

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Child Development

Teacher's Instructional Guide

Developed and disseminated by:
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(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

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Course Description

Child Development (CHLD-DEV) **12203310**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: None

This technical laboratory course is designed to provide individuals opportunities to develop knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality child care, career options related to the care and education of children, and the management of multiple family, community, and career roles.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/ emphases not evident in the above description of this course.

Child Development:
    replaces the comparable Advanced Child Development course
    focuses on the effects of technological advances on prenatal care and development
    expands the focus on promoting the development of children to include those with special needs
    focuses on the influence of the family and society on child development
    focuses on child care options and quality characteristics
    focuses on promoting healthy dietary practices in children
    focuses on the health, safety, and well-being of children
    focuses on citizenship responsibilities related to child abuse
    focuses on verbal, nonverbal, written, and electronic communication skills
    focuses on leadership and teamwork in preparation for adult roles
    focuses on promoting an appreciation and understanding of cultural diversity
    focuses on career options, preparation requirements, and management practices
    focuses on application of school-based learning in family, community, and employment settings

Facilities, Equipment, and Resources

This technical course utilizes a state-of-the-art content laboratory arrangement that accommodates development of Child Development essential knowledge and skills through locally selected instructional strategies. The reference book previously used for the Advanced Child Development course is available. Although it is dated, it is still adequate for some TEKS. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the information super highway, and opportunities for instructional activities with young children are critical for enriched instructional effectiveness, relevance, and retention.

Family, Career, and Community Leaders of America

Family, Career, and Community Leaders of America (formerly Future Homemakers of America) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Child Development course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FCCLA activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Family, Career, and Community Leaders of America emblem in the margin.

- **Instructional Strategies** – FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FCCLA activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FCCLA projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FCCLA projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Family, Career, and Community Leaders of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Handbook*. Additional national resources helpful to family and consumer sciences teachers and students include handbooks for the various national programs, such as *Career Connection* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Child Development Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Family, Career, and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Child Development. A copy of the Texas Administrative Code, Chapter 122.33, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to describe nutritional needs prior to and during pregnancy. Remember that TEKS 1A, 1B, 1C, and 1D all fall under TEKS 1: The student explains components of prenatal care and development.*

To help you frame this important connection, fifteen divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

• where Teaching Aids provided in the guide have been used within the strategies	***TA 1 Dietary Needs Before and During Pregnancy***
• strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies	TAAS WRITING
• strategies that utilize technology applications	💻
• opportunities for integration of FCCLA programs and projects within specific strategies	FCCLA

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Child Development course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 48, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 48, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Child Development content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter A. Home Economics Foundations, Middle School

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.1. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Home Economics Foundations, Middle School.

The provisions of this subchapter shall supersede §75.50(a) of this title (relating to Life Management Skills) beginning September 1, 1998.

Source: The provisions of this §122.1 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.33. Child Development (One-Half Credit).

(a) General requirements. This technical laboratory course is recommended for students in Grades 10-12.

(b) Introduction. Knowledge and skills related to child growth and development equip individuals to develop positive relationships with children and effective parenting and caregiver skills. Individuals use these skills to promote the well-being and healthy development of children, strengthen families in a culturally diverse society, and pursue careers related to the care and education of children.

(c) Knowledge and skills.

(1) **Prenatal care and development.** The student explains components of prenatal care and development.

The student is expected to:

(A) describe nutritional needs prior to and during pregnancy;

(B) analyze reasons for medical care and good health practices prior to and during pregnancy;

(C) identify signs of pregnancy; and

(D) outline stages of prenatal development.

(2) **Prenatal care and development.** The student determines hereditary and environmental factors affecting prenatal development.

The student is expected to:

(A) discuss the role of genetics in prenatal development;

(B) determine environmental factors affecting development of the fetus; and

(C) discuss the impact of technological advances on prenatal care and development.

(3) **Prenatal care and development.** The student explains the process of delivery.

The student is expected to:

(A) describe the stages of labor;

(B) summarize methods of delivery; and

(C) describe possible complications of delivery.

(4) **Infancy.** The student analyzes the growth, development, and care of the newborn.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the newborn;

(B) explain the relationship of nurturing to the growth and development of the newborn;

(C) describe the influence of the family on the growth and development of the newborn;

(D) summarize strategies for optimizing the development of newborns, including those with special needs; and

(E) describe positive caregiving techniques.

(5) **Infancy.** The student analyzes the growth, development, and care of the infant.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the infant;

(B) analyze various theories of psychosocial and intellectual development;

(C) determine the influences of the family and society on the infant;

(D) summarize strategies for optimizing the development of infants, including those with special needs;

(E) determine techniques that promote the health and safety of an infant; and

(F) determine developmentally appropriate guidance techniques during the first year of life.

(6) **Infancy.** The student describes family adjustments occurring in response to the addition of a child to the family.

The student is expected to:

(A) analyze emotional changes occurring after the addition of a child to the family;

(B) discuss shared parenting responsibilities;

(C) describe strategies for managing the multiple roles of family members;

(D) discuss considerations for parents in maintaining their relationship after the addition of children to the family; and

(E) describe family financial adjustments resulting from the addition of a child to the family.

(7) **Toddler, preschool, and school-age child.** The student analyzes the growth and development of the toddler.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the toddler;

(B) determine the role of play in a toddler's growth and development;

(C) summarize strategies for optimizing the development of toddlers, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for use with toddlers.

(8) **Toddler, preschool, and school-age child.** The student analyzes the growth and development of the preschool child.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the preschool child;

(B) describe the role of play in a preschool child's growth and development;

(C) summarize strategies for optimizing the development of preschool children, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for a preschool child.

(9) **Toddler, preschool, and school-age child.** The student analyzes the growth and development of the school-age child.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the school-age child;

(B) analyze the role of the school environment on the growth and development of the school-age child;

(C) summarize strategies for optimizing the growth and development of school-age children, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for the school-age child.

(10) **Care and protection of children.** The student evaluates child care agencies and services available to families.

The student is expected to:

(A) identify criteria for assessing the quality of child care;

(B) compare child care options;

(C) point out characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher;

(D) determine the influences of child care on family economics;

(E) determine agencies and services that protect the rights of children;

(F) summarize various resources focusing on children;

(G) predict the impact of changing demographics and cultural diversity on the health and welfare of children; and

(H) discuss legislation and public policies affecting children.

(11) **Care and protection of children.** The student describes the impact of child abuse on children and families.

The student is expected to:

(A) analyze forms, causes, and effects of child abuse;

(B) summarize prevention and treatment of child abuse; and

(C) discuss responsibilities of citizens to report child abuse.

(12) **Care and protection of children.** The student analyzes practices that promote the health and wellness of children.

The student is expected to:

(A) describe factors essential to the health and safety of children;

(B) explain the impact of appropriate health care on the well-being of children;

(C) suggest techniques for promoting healthy dietary practices in children of various ages; and

(D) describe practices that promote the safety of children at various developmental levels.

(13) **Career preparation.** The student exhibits employability skills.

The student is expected to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) practice human-relations skills;

(D) explain obligations of employees and employers in terminating employment; and

(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills.

(14) **Career preparation.** The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

(A) assess personal interests, aptitudes, and abilities;

(B) evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education;

(C) propose short-term and long-term career goals; and

(D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(15) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of child development.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of child development; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies in the study of child development.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

Child Development

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction* **15A & B** *Introduction to career-connections experience*	***EKS #1 Components of Prenatal Care and Development*** **1A** *Nutritional needs prior to and during pregnancy* **1B** *Reasons for medical care and good health practices prior to and during pregnancy*		**1C** *Signs of pregnancy*	**1D** *Stages of prenatal development*
Week 2	**1D** *Continued*	***EKS #2 Hereditary and Environmental Factors Affecting Prenatal Development*** **2A** *Role of genetics in prenatal development*		**2B** *Environmental factors affecting development of the fetus*	
Week 3	**2C** *Impact of technological advances on prenatal care and development*	***EKS #3 Process of Delivery*** **3A** *Stages of labor*	**3B** *Methods of delivery* **3C** *Possible complications of delivery* →		
Week 4	***EKS #4 Growth, Development, and Care of the Newborn*** ***EKS# 12 Health and Wellness of Children*** **4A** *Physical, emotional, social, and intellectual development of the newborn* **12A** *Factors essential to health and safety of children (newborn)* **12B** *Impact of appropriate health care on children's well-being (newborn)* → **12C** *Healthy dietary practices in children of various ages (newborn)* **12D** *Practices that promote safety of children (newborn)*				
Week 5	**4B** *Relationship of nurturing to growth and development*	**4C** *Influence of the family on the growth and development of the newborn*	**4D** *Strategies for optimizing the development of newborns, including those with special needs*	**4E** *Positive caregiving techniques*	
Week 6	***EKS #5 Growth, Development, and Care of the Infant*** **5A** *Development of the infant* →			*Review*	*Test*

Child Development

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5B** *Theories of psychosocial and intellectual development* **5C** *Influences of the family and society on the infant*		**5D** *Strategies for optimizing development of infants, including those with special needs*	**5E** *Techniques that promote the health and safety of an infant* **12A-D** *Continued (infant)*	
Week 2	**5F** *Developmentally appropriate guidance techniques during the first year of life*		***EKS #6 Family Adjustments Occurring in Response to the Addition of a Child to the Family*** **6A** *Emotional changes occurring after the addition of a child to the family*	**6B** *Shared parenting responsibilities*	**6C** *Strategies for managing the multiple roles of family members*
Week 3	**6D** *Considerations for parents in maintaining their relationship after the addition of children to the family*	**6E** *Family financial adjustments resulting from the addition of a child to the family*		***EKS #7 Growth and Development of the Toddler*** **7A** *Physical, emotional, social, and intellectual development of the toddler* **12A-D** *Continued (toddler)* →	
Week 4	**7A** *Continued* → **12A-D** *Continued (toddler)*			**7B** *Role of play in a toddler's growth and development*	**7C** *Strategies for optimizing development of toddlers, including those with special needs*
Week 5	**7C** *Continued*	**7D** *Developmentally appropriate guidance techniques for use with toddlers*		***EKS #8 Growth and Development of the Preschool Child*** **8A** *Physical, emotional, social, and intellectual development of the preschool child* **12A-D** *Continued (preschool child)*	
Week 6	**8A** *Continued* → **12A-D** *Continued (preschool child)*		**8B** *Role of play in a preschool child's growth and development*	**8B** *Continued* *Review*	*Test*

Child Development

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**8C** *Strategies for optimizing the development of preschool children, including those with special needs*		**8D** *Developmentally appropriate guidance techniques for a preschool child*		***EKS #9 Growth and Development of the School-Age Child*** **9A** *Development of the school-age child* **12A-D** *Continued (school-age child)*
Week 2	**9A** *Continued* **12A-D** *Continued (school-age child)* **9B** *Role of the school environment on the growth and development of the school-age child*		**9C** *Strategies for optimizing the growth and development of school-age children, including those with special needs*		**9D** *Developmentally appropriate guidance techniques for the school-age child*
Week 3	**9D** *Continued*	***EKS #10 Child Care Agencies and Services Available to Families*** **10A** *Criteria for assessing the quality of child care* **10B** *Child care options* → **10C** *Characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher*			**10D** *Influences of child care on family economics*
Week 4	**10E** *Agencies and services that protect the rights of children* **10F** *Resources focusing on children*	**10G** *Impact of changing demographics and cultural diversity on health and welfare*	**10H** *Legislation and public policies affecting children*	***EKS #11 Impact of Child Abuse on Children and Families*** **11A** *Forms, causes, and effects of child abuse* **11B** *Prevention and treatment of child abuse* **11C** *Responsibilities to report child abuse*	
Week 5	***EKS #13 Employability Skills*** **13A** *Effective leaders and team members* **13C** *Human-relations skills* **13E** *Effective communication skills*		**13B** *Effective methods to secure, maintain, and terminate employment* **13D** *Obligations in terminating employment*	***EKS #14 Career Decisions that Reflect Goals*** **14A** *Personal interests, aptitudes, and abilities*	**14B** *Employment and entrepreneurial opportunities and preparation requirements*
Week 6	**14B** *Continued* **14C** *Short-term and long-term career goals*	**14D** *Management practices facilitating individuals assuming multiple roles*	***EKS #15 Career-Connections Experiences*** **15A & B** *Culmination of career-connections experiences*	**15A & B** *Continued* *Review*	*Exam*

Child Development

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 Components of Prenatal Care and Development*** *Course introduction* **15A & B** *Introduction to career-connections experience* **1A** *Nutritional needs prior to and during pregnancy*		**1A** *Continued* **1B** *Reasons for medical care and good health practices prior to and during pregnancy*		**1C** *Signs of pregnancy* **1D** *Stages of prenatal development*
Week 2		***EKS #2 Hereditary and Environmental Factors Affecting Prenatal Development*** **2A** *Role of genetics in prenatal development*		**2B** *Environmental factors affecting development of the fetus*	
Week 3	**2C** *Impact of technological advances on prenatal care and development* ***EKS #3 Process of Delivery*** **3A** *Stages of labor*		**3B** *Methods of delivery* **3C** *Possible complications of delivery*	***EKS #4 Growth, Development, and Care of the Newborn*** ***EKS# 12 Health and Wellness of Children***	**4A** *Development of the newborn* **12A, 12B, 12C, 12D**
Week 4		**4A** *Continued* **4B** *Relationship of nurturing to growth and development* **12A** *Factors essential to health and safety* **12B** *Appropriate health care* **12C** *Healthy dietary practices* **12D** *Safety practices*		**4C** *Influence of the family on the growth and development of the newborn* **4D** *Strategies for optimizing development of newborns*	
Week 5	**4D** *Continued* **4E** *Positive caregiving techniques*		***EKS #5 Growth, Development, and Care of the Infant*** **5A** *Development of the infant* **12A-D** *Continued (infant)*		**5A** *Continued* **12A-D** *Continued (infant)*
Week 6		**5B** *Theories of psychosocial and intellectual development* **5C** *Influences of the family and society on the infant*		*Review* *Test*	

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Child Development

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5D** *Strategies for optimizing development of infants, including those with special needs*		**5E** *Techniques that promote the health and safety of an infant* **12A-D** Continued *(infant)*		**5F** *Developmentally appropriate guidance techniques during the first year of life*
Week 2		***EKS #6 Family Adjustments*** **6A** *Emotional changes occurring after the addition of a child to the family* **6B** *Shared parenting responsibilities*		**6C** *Managing the multiple roles of family members* **6D** *Considerations for parents in maintaining their relationship after the addition of children to the family*	
Week 3	**6E** *Family financial adjustments resulting from the addition of a child to the family*		***EKS #7 Toddler Growth and Development*** **7A** *Development of the toddler* **12A-D** Continued *(toddler)*		**7A** Continued **12A-D** Continued *(toddler)* **7B** *Role of play in a toddler's growth and development*
Week 4		**7C** *Strategies for optimizing development of toddlers, including those with special needs*		**7D** *Developmentally appropriate guidance techniques for use with toddlers*	
Week 5	***EKS #8 Growth and Development of the Preschool Child*** **8A** *Physical, emotional, social, and intellectual development of the preschool child* **12A-D** Continued *(preschool child)*		**8A** Continued **12A-D** Continued *(preschool child)*		**8B** *Role of play in a preschool child's growth and development* **8C** *Strategies for optimizing development of preschool children*
Week 6		**8D** *Developmentally appropriate guidance techniques for a preschool child*		**8D** Continued *Review* *Test*	

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Child Development

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #9 Growth and Development of the School-Age Child*** **9A** *Development of the school-age child* **12A-D** *Continued (school-age child)*		**9A** *Continued* **12A-D** *Continued (school-age child)*		**9B** *Role of the school environment on the growth and development of the school-age child*
Week 2		**9C** *Strategies for optimizing the growth and development of school-age children, including those with special needs*		**9D** *Developmentally appropriate guidance techniques for the school-age child*	
Week 3	***EKS #10 Child Care Agencies and Services Available to Families*** **10A** *Quality child care* **10B** *Child care options* **10C** *Characteristics of quality child care that reflect the philosophy of caregiver serving as teacher*		**10D** *Influences of child care on family economics* **10E** *Agencies and services that protect the rights of children* **10F** *Resources focusing on children*		**10G** *Impact of changing demographics & cultural diversity on children's health and welfare* **10H** *Legislation and public policies affecting children*
Week 4		***EKS #11 Impact of Child Abuse on Children and Families*** **11A** *Forms, causes, and effects of child abuse* **11B** *Prevention and treatment of child abuse* **11C** *Reporting child abuse*		***EKS #13 Employability Skills*** **13A** *Effective leaders and team members* **13C** *Human-relations skills* **13E** *Effective communication skills*	
Week 5	**13B** *Effective methods to secure, maintain, and terminate employment* **13D** *Obligations in terminating employment*		***EKS #14 Career Decisions that Reflect Goals*** **14A** *Personal interests, aptitudes, and abilities* **14B** *Employment and entrepreneurial opportunities and preparation requirements*		**14C** *Short-term and long-term career goals* **14D** *Management practices facilitating individuals assuming multiple roles*
Week 6		***EKS #15 Career-Connections Experiences*** **15A & B** *Culmination of career-connections experiences*		*Review* *Exam*	

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Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Six Weeks Plan
90 minute periods

______ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Child Development

Knowledge and Skills.

(1) Prenatal care and development.

The student explains components of prenatal care and development.

The student is expected to:

(A) describe nutritional needs prior to and during pregnancy;

(B) analyze reasons for medical care and good health practices prior to and during pregnancy;

(C) identify signs of pregnancy; and

(D) outline stages of prenatal development.

1A- The student is expected to describe nutritional needs prior to and during pregnancy.

1) INDIVIDUAL ACTIVITY

Have students evaluate dietary needs of women during pregnancy and lactation. Distribute copies of the following Teaching Aids for students to read and study:
1, ***Dietary Needs Before and During Pregnancy***;
2, ***A Pattern for Daily Food Choices***;
3, ***Recommended Dietary Allowances***;
4, ***Dietary Reference Intakes***; and
5a-c, ***Food Composition Table***.

Instruct students to complete Teaching Aid 6, ***One-Day Menu for a Pregnant Woman***, as a worksheet. Use Teaching Aids 1-5 as references. The RDA for the following nutrients must be met: protein, folate, vitamin B_{12}, calcium, phosphorus, magnesium, and iron. The American Dietetic Association Web site (*www.eatright.org*) is also a valuable resource.

2) SKIT/CLASS DISCUSSION

Distribute copies of Teaching Aid 7, ***Two Guests for Lunch***. Choose three students to enact the skit. Lead students to discuss the key questions.

KEY QUESTIONS

- What nutrients need to be increased to supply enough nutrients for fetal growth and development as well as for the mother's nutritional health?
- Why is the practice of good nutrition prior to and during pregnancy critical for the development of the fetus?
- What can be the consequences if the mother's nutritional intake is inadequate?

3) GROUP ACTIVITY

Review the following nutritional considerations during pregnancy:

- Nutrients reach the developing fetus through the mother's bloodstream.
- The placenta, a cushion-like organ in which the mother's and the fetus' blood vessels intertwine, provides for the exchange of nutrients and oxygen into the baby's system.
- If the mother's nutrient stores are not adequate early in pregnancy when the placenta is developing, the early development of the fetus will be affected.
- Some risk factors that contribute to malnutrition during pregnancy include young age of mother, drug addiction, alcohol abuse, tobacco

NOTES

TA 1	***Dietary Needs Before and During Pregnancy***
TA 2	***A Pattern for Daily Food Choices***
TA 3	***Recommended Dietary Allowances***
TA 4	***Dietary Reference Intakes***
TA 5a-c	***Food Composition Table***
TA 6	***One-Day Menu for a Pregnant Woman*** TAAS READING SCIENCE
TA 7	***Two Guests for Lunch***
TA 8	***Nutrition During Pregnancy*** SCIENCE TAAS MATH

NOTES

use, 15% over or under normal weight, unwanted pregnancy, pregnancies close together, and poverty.

Divide the class into small groups and distribute the Teaching Aid 8, ***Nutrition During Pregnancy***. The 1500 calorie menu is for a woman who is not pregnant. Have students revise the menus to make them adequate to meet the RDA for a pregnant adult. Have students use Teaching Aids 1, 3, 4, and 5 from Strategy 1 as resources.

FCCLA ACTIVITIES

- Student Body
- STAR Events: Skills for Life; Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American Dietetic Association
www.eatright.org

Food and Nutrition Board of the National Academy of Sciences
www2.nas.edu/fnb/

Food and Nutrition Information Center (FNIC), USDA
www.usda.gov/fnic

1B- The student is expected to analyze reasons for medical care and good health practices prior to and during pregnancy.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TAAS READING

Have students read educational pamphlets on birth defects from the March of Dimes or other reliable resources to identify the most critical periods of pregnancy. Have students prepare short oral presentations to report their findings. Lead students to discuss the reasons for medical care and good health practices prior to and during pregnancy.

KEY QUESTIONS

- What period of pregnancy is the most critical to the development of the unborn child?
- Why is this period critical?
- What are common health risks during pregnancy?
- What are health safeguards prior to and during pregnancy?

2) GUEST SPEAKER

Invite a professional, such as a physician's assistant, nurse, childbirth educator, or dietitian to speak to the class. Have the speaker identify desirable medical care and health practices prior to and during pregnancy. Lead the students to discuss the information presented by the speaker.

KEY QUESTIONS

- What are reasons for medical care and health practices prior to and during pregnancy?
- Why is medical care important early in pregnancy?
- What are possible consequences of failure to secure medical and dental care early in pregnancy?

3) INDIVIDUAL ACTIVITY

TAAS READING

Have students read Chapter 3, "Factors Affecting Prenatal Development," in the *Advanced Child Development Reference Book*, available from The Curriculum Center for Family and Consumer Sciences. Have students answer the key questions individually. Have students share their responses with the class.

KEY QUESTIONS

- How may medical examinations aid the physician in caring for the pregnant mother and the developing child?

NOTES

KEY QUESTIONS, CONTINUED

- How does confidence in a health care professional contribute to the well-being of a pregnant woman and unborn child?
- What are procedures that will be performed at the first prenatal visit?
- What health care professionals are available to care for the needs of the pregnant woman?
- What are some topics expectant parents might want to discuss with the health care provider?
- How would you analyze the ingredients of good health practices prior to and during pregnancy?

FCCLA ACTIVITIES

- FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 3.

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes
www.modimes.org

National Maternal and Child Health Clearinghouse
www.nmchc.org

1C- The student is expected to identify signs of pregnancy.

1) VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Display a variety of resources that provide reliable information about pregnancy. Discuss with students the importance of using reliable sources. Have students read Chapter 2, "Prenatal and Neonatal Development," in the *Advanced Child Development Reference Book* for background information. Teaching Aid 9, ***Signs of Pregnancy***, can be used in class discussion.

KEY QUESTIONS

- What are the physical signs a woman experiences during pregnancy?
- What emotional changes might the mother and/or father experience during pregnancy?
- What are physical discomforts that can accompany pregnancy?
- Why is it important to seek reliable information during pregnancy?

2) GUEST SPEAKER

Invite a guest speaker such as a nurse, physician's assistant, or panel of mothers to class to identify and explain signs, discomforts, and complications of pregnancy. Lead students to discuss these topics.

KEY QUESTIONS

- What are signs of pregnancy?
- When will various signs of pregnancy be noticed?
- What are possible complications of pregnancy?
- When are various trouble signs likely to occur?
- What emotional/psychological variations should be expected?
- When may various types of exercise begin?
- When may different activities need to be adjusted?

NOTES

TA 9 ***Signs of Pregnancy***

TAAS READING

SCIENCE

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 2.

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes
www.modimes.org

National Maternal and Child Health Clearinghouse
www.nmchc.org

1D- The student is expected to outline stages of prenatal development.

1) CLASS DISCUSSION/GROUP ACTIVITY

Have students read the information on Teaching Aids 10a-b, ***Understanding Basic Human Body Systems***. Lead a class discussion on the development of various body systems during prenatal stages.

Divide the class into eight groups. Instruct each group to research and report on one of these systems. Have groups identify the prenatal stage at which their assigned system develops, include information about ways this development might be hindered, and present suggestions for promoting health development.

Have each group prepare a visual display (e.g., poster, bulletin board) depicting the fetus at the stage of prenatal development that they are researching. Have students include a description of development on the display. After each group has presented their display, make a complete classroom visual display in the order corresponding to sequence of development.

NOTES

TA 10a-b
Understanding Basic Human Body Systems

TAAS READING

SCIENCE

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use Chapter 2, "Prenatal and Neonatal Development," in the *Advanced Child Development Reference Book;* textbooks; library resources; pictures; and/or models to gather information on the stages of prenatal development and the organization of body structures. Lead students to discuss the stages of prenatal development.

TAAS READING

SCIENCE

KEY QUESTIONS

- During which stage does the most growth occur?
- What stages are the most susceptible to outside influences, such as diet and activity of the mother?
- What is meant by critical periods in prenatal development?
- When are fetal movements felt by the pregnant woman?
- When do most discomforts of early pregnancy cease?
- When do fetal movements become strong?
- When does the increased size of the pregnancy affect the woman's posture?
- What is *quickening* and when is it felt by the pregnant woman?
- Why do fetal movements decrease during the ninth month?
- What is the pregnant woman's anticipated total weight gain?

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 2.

PERIODICAL

Newsweek, Spring/Summer, 1987. *Your Child Newsweek Special Edition*.

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes
www.modimes.org

National Maternal and Child Health Clearinghouse
www.nmchc.org

Child Development

Knowledge and Skills.

(2) Prenatal care and development.

The student determines hereditary and environmental factors affecting prenatal development.

The student is expected to:

(A) discuss the role of genetics in prenatal development;

(B) determine environmental factors affecting development of the fetus; and

(C) discuss the impact of technological advances on prenatal care and development.

2A- The student is expected to discuss the role of genetics in prenatal development.

1) GUEST SPEAKER/GROUP ACTIVITY/RESEARCH

Remind students that birth defects can be caused by genetic defects in the form of defective genes passed from parents to the child. Invite a professional genetic counseling service representative to describe various genetic defects and the steps and decisions involved in the genetic counseling process.

If professional genetic counseling representatives are not available in the community, have students use library resources, textbooks, March of Dimes educational materials, or other resources to gather information on hereditary and chromosomal defects, such as Hemophilia, Sickle Cell Anemia, Tay-Sachs Disease, Cystic Fibrosis, Muscular Dystrophy, Thalassemia (Cooley's Anemia), and Down's Syndrome.

Divide the class into small groups and assign one genetic birth defect to each group. Have students write summaries of the information and prepare visual displays for class reference or give oral reports to the class.

NOTES

TAAS READING **SCIENCE**

TAAS WRITING

KEY QUESTIONS

- How can genetic counseling be helpful to potential parents?
- Who is most likely to seek genetic counseling services?
- What are ethical decisions related to the process of genetic counseling?

2) INDIVIDUAL ACTIVITY

Have students research and report on the cause, effect, and treatment of the genetically determined disorder of phenylketonuria (PKU). Ask students to include information in the reports regarding the special diet which must be followed by a person with PKU. Have students use Teaching Aid 11a, ***What Do You Know About PKU?***, to answer questions from the information to include in their reports. Point out that in Texas, by state law, all newborns must be tested for PKU a few days after birth. Teaching Aid 11b, ***PKU Answer Key***, provides the correct responses.

TA 11a What Do You Know About PKU?

TA 11b PKU Answer Key

TAAS READING **SCIENCE**

3) GROUP ACTIVITY/WRITTEN EXERCISE

Divide the class into pairs and assign one genetic birth defect to each group. Have students research not only the description, causes, detection, and treatment of the birth defect, but also the impact of the birth defect in relation to their finances, time, energy, and emotions.

TAAS READING **SCIENCE**

TAAS WRITING

NOTES

Have student pairs assume that they are parents of a child born with a genetic or chromosomal error. Ask students to write a letter to a friend or family member describing the child and how they are coping with the challenges, responsibilities, decisions, and expenses that accompany raising a child with disabilities.

TAAS MATH
SCIENCE
TAAS READING
TAAS WRITING

4) GROUP ACTIVITY/WRITTEN EXERCISE

Divide the class into small groups. Have each group research information on genetics, including concepts such as dominant and recessive genes, chromosomes, sex-linked traits, and genetic defects. Have student groups choose one concept to research in more depth. Have students present their findings to the class.

KEY QUESTIONS

- In what ways do mathematical concepts of probability relate to genetics?
- How does knowing one's genetic history affect parenting and health decisions?

FCCLA

FCCLA ACTIVITIES

- Student Body
- STAR Events: Skills for Life; Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes
www.modimes.org

National Maternal and Child Health Clearinghouse
www.nmchc.org

Texas Department of Health
www.tdh.state.tx.us

2B- The student is expected to determine environmental factors affecting development of the fetus.

NOTES

1) GROUP ACTIVITY/WRITTEN EXERCISE

SCIENCE TAAS READING TAAS WRITING

Have students work in small groups to list factors or conditions that jeopardize a healthy fetus. Examples may include infections, use of drugs, smoking, emotional problems, biological immaturity, underweight, low weight gain, poor nutrition, and poor prenatal care. Ask each group to select two or three factors that they listed to research further. For these factors, have groups describe related complications and provide possible solutions or suggestions for promoting the safe delivery of a healthy infant. Have students present findings in creative compositions directed to varied audiences. Compositions might be written in the following forms:

- a letter to a pregnant friend warning of harmful effects
- an editorial
- a speech to present to a formal audience
- a newspaper advice column

Encourage students to use their imaginations in selecting mediums and to adapt their writing styles to the audiences selected. Have students orally share their compositions.

2) INDIVIDUAL ACTIVITY

SCIENCE TAAS READING

Have students use Chapter 3, "Factors Affecting Prenatal Development," in the *Advanced Child Development Reference Book*, to gather information about environmental factors affecting the development of the fetus. Lead students to discuss the key questions.

KEY QUESTIONS

- How do different environmental factors influence prenatal development?
  cigarette and other tobacco smoke
  alcohol consumption
  caffeine intake
  X-rays
  drug use (e.g., prescriptions, illegal drugs)
  illnesses (e.g., German Measles, Chicken Pox, Hepatitis B, Toxoplasmosis, Sexually Transmitted Diseases, Group B Streptococcal Infection)
- Which of these factors could be avoided and how?
- What can be done to reduce the health risks of the pregnant woman?
- Why can environmental hazards affecting the mother be harmful to the development of the embryo/fetus?

NOTES

FCCLA ACTIVITIES

- Student Body
- STAR Events: Skills for Life, Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 3.

WEB SITES

American College of Obstetricians and Gynecologists
www.acog.org

Centers for Disease Control and Prevention
www.cdc.gov/

Healthy Mothers, Healthy Babies
www.hmhb.org

March of Dimes
www.modimes.org

National Maternal and Child Health Clearinghouse
www.nmchc.org

Texas Department of Health
www.tdh.state.tx.us

2C- The student is expected to discuss the impact of technological advances on prenatal care and development.

1) EDUCATIONAL TOUR

Arrange for students to tour a local or nearby hospital birthing and neonatal unit to gather information on updated technology related to prenatal care and development.

2) INDIVIDUAL ACTIVITY/RESEARCH

Have students research periodicals and the Internet for information related to technological advances and their impact on prenatal care and development. Have students write summaries of the information and prepare a visual display of the information. Have students share their findings with the class.

3) GUEST SPEAKER

Invite a nurse or physician's assistant, or other knowledgeable resource person, to speak to the class on the technological advances that have impacted the practice of prenatal and neonatal medicine.

KEY QUESTIONS
- What can be learned from ultrasound, amniocentesis, and chorionic villi sampling prenatal tests?
- What risks are involved in each procedure?

NOTES

SCIENCE

TAAS READING

TAAS WRITING

SCIENCE

NOTES

FCCLA ACTIVITIES

- Student Body
- STAR Events: Skills for Life, Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

ORGANIZATIONS
March of Dimes

National Maternal and Child Health Clearinghouse

Child Development

Knowledge and Skills.

(3) Prenatal care and development.

The student explains the process of delivery.

The student is expected to:

(A) describe the stages of labor;

(B) summarize methods of delivery; and

(C) describe possible complications of delivery.

3A- The student is expected to describe the stages of labor.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Distribute copies of Teaching Aid 12, ***Stages of Labor and Delivery Worksheet***, to students to identify the stages of labor and delivery in the birth of a baby. Chapter 4, "Birth and the Neonate,' in the *Advanced Child Development Reference Book*, can provide background information. Guide students in writing a summary of the birth process and in answering the key questions.

KEY QUESTIONS
- What are the ways that labor generally begins?
- What are the stages of labor?
- How would you describe each stage of labor?
- What is false labor?
- How does the cervix change during labor?

2) EDUCATIONAL TOUR

Arrange for students to visit a hospital delivery room to learn more about the birthing process. If an educational tour is not convenient, perhaps a delivery room nurse or other professional could talk to the class about labor and delivery. A videotape on labor and delivery could also be used. This strategy could also cover TEKS 2C, 3B, and 3C.

NOTES

TA 12 ***Stages of Labor and Delivery Worksheet***

TAAS WRITING

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 4.

3B- The student is expected to summarize methods of delivery.

1) INDIVIDUAL ACTIVITY

Have students read Chapter 4, "Birth and the Neonate," in the *Advanced Child Development Reference Book*, about methods of delivery. Using the chart on Teaching Aid 13, ***Birth Options Summary Sheet***, to summarize methods of delivery. Have students share their conclusions with the class.

NOTES

TA 13 Birth Options Summary Sheet

KEY QUESTIONS
- How does a cesarean birth differ from a traditional birth?
- How can prepared childbirth education reduce the mother's fear of birth?
- How are obstetricians and nurse-midwives similar? What ways are they not similar?

2) GROUP ACTIVITY

Divide the class into small groups. Have each group write a brochure for parents who are expecting their first child. Have students research textbooks, Internet, and library resources to gather information about delivery options. Have students use Teaching Aid 14, ***Methods of Delivery***, as a guideline for the assignment. Have students share the brochures with the class. Students may use Teaching Aids 15a-b, ***Brochure Assessment***, as an evaluation tool.

TA 14 Methods of Delivery

TA 15a-b Brochure Assessment

TAAS READING

TAAS WRITING

3) INTERVIEW

Have students identify how parents make decisions and preparations relating to childbirth by interviewing two mothers about ten years apart in age. Using Teaching Aids 16a-b, ***Interviews About Childbirth***, as a guide for interview questions and responses. Have students add their own opinions about childbirth decisions and preparation. These interviews may be conducted in person, by telephone, correspondence, fax, or E-mail.

TA 16a-b Interviews About Childbirth

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 4.

3C- The student is expected to describe possible complications of delivery.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups. Have students use textbooks, Internet, or library resources to gather information about discomforts and complications of pregnancy. Lead a class discussion identifying possible causes of birth complications. Make a visual display of the discomforts and complications identifying the ones that are serious or life-threatening. Serious complications which should be reported to the medical professional immediately include unusual weight gain, severe abdominal pain, severe vomiting, fever, vaginal bleeding, excessive thirst, reduced or painful urination, swelling, blurred vision, prolonged backache, and persistent headaches. Lead a class discussion describing possible complications of delivery.

TAAS READING

KEY QUESTIONS

- What are possible complications of pregnancy?
- What is a high-risk pregnancy?
- What are possible complications of delivery?
- What is the relationship between the age of the mother and risk?

2) GUEST SPEAKER/WRITTEN EXERCISE

Invite a health professional to explain types of delivery services, methods of delivery, and kinds of medication used in childbirth. Have the speaker explain possible complications during pregnancy which may affect the birth of the newborn. If a guest speaker is not convenient, a quality videotape about labor and delivery can be used.

TAAS WRITING

Have students write a summary describing possible complications of delivery and the effects on the parents and the child.

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 4.

Child Development

Knowledge and Skills.
(4) Infancy.

The student analyzes the growth, development, and care of the newborn.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the newborn;

(B) explain the relationship of nurturing to the growth and development of the newborn;

(C) describe the influence of the family on the growth and development of the newborn;

(D) summarize strategies for optimizing the development of newborns, including those with special needs; and

(E) describe positive caregiving techniques.

4A- *The student is expected to analyze the physical, emotional, social, and intellectual development of the newborn.*

NOTES

TAAS READING **TAAS WRITING**

1) RESEARCH/INDIVIDUAL ACTIVITY

Have students use library resources, textbooks, and the Internet to gather information about the principles of physical, emotional, social, and intellectual development of the newborn. The information in Chapter 4, "Birth and the Neonate," in the *Advanced Child Development Reference Book*, may be used as a reference. Have students compose informative articles describing the development of the newborn. Have students share their articles with the class.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TA 17 ***Characteristics of the Newborn***

Have students bring pictures of newborns to class. Provide time for students to share their pictures and use Teaching Aid 17, ***Characteristics of The Newborn***, to identify physical characteristics of a newborn infant.

Students should notice the following characteristics:

- Head — appears too large in relation to the body, may be temporarily misshapen due to pressure during birth, and may be bald or have a thick head of hair
- Eyes — may be blue or gray with an unfocused look, may appear crossed, and eyelids may be puffy
- Hands — usually in a tight fist, with nails and loose-fitting skin
- Body shape — short neck, small shoulders, swollen breasts, large abdomen, umbilical stump, narrow hips
- Feet — soft bones, skin may be loose and wrinkled
- Color — may be flushed if the baby cries hard, veins on head throb
- Weight — six to eight pounds on the average
- Legs — short compared to the arms, usually somewhat bowed
- Skin — thin and dry, may be rosy-red or almost transparent, may be covered with downy hair
- Face — pudgy cheeks, a broad, flat nose, receding chin
- Skull — soft spots, or fontanels are found, large ones above the forehead and close to the crown of the head, skin may be wrinkled

3) GUEST SPEAKER/VIDEOTAPE

Invite new parents to bring their infants to class for observation. Display transparencies or copies of Teaching Aids 18a-c, ***Reflexes***, and Teaching Aid 19, ***Perceptual Skills of the Newborn***. Guide parents to stimulate examples of the newborn's reflexes and perceptual skills. Ask parents to explain the role the newborn's reflexes and perceptual skills play in the physical, emotional, social, and intellectual development. As an alternate strategy, have students view a videotape about the newborn child.

TA 18a-c ***Reflexes***

TA 19 ***Perceptual Skills of the Newborn***

NOTES

4) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into small groups. Have each group make a visual aid analyzing the key points concerning the physical, emotional, social, and intellectual development of the newborn. Have each group present their work to the class.

FCCLA ACTIVITIES

- Families First
- STAR Event: Focus on Children

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 4.

PUBLICATIONS

The Curriculum Center for Family and Consumer Sciences. *Building Blocks*.

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

WEB SITES

National Association for the Education of Young Children
www.naeyc.org

Zero to Three
www.zerotothree.org

4B- The student is expected to explain the relationship of nurturing to the growth and development of the newborn.

1) BRAINSTORMING/CLASS DISCUSSION

NOTES

Have students brainstorm words associated with growth and development. Form class definitions of growth and development. For example, *growth* refers to a change in child's size. *Development* refers to an increase in the physical, emotional, social, and intellectual skills of a child.

Have students brainstorm words associated with nurturing. Form a class definition. For example, *nurturing* means not only showing love, concern, and support for a child, but also providing opportunities for encouragement and enrichment. Newborns need nurturing just as much as they need food, safety, clothes, and sleep. Lead a class discussion listing ways parents and caregivers can provide nurturing.

KEY QUESTIONS

- How can parents show newborn love? Some possible answers might include: hugs, kisses, smiles, talking, singing, massaging, giving time and attention, praise, treating with respect, making eye contact, playing, and picking up the newborn when he or she cries.
- How can parents provide a safe environment for a newborn? Some examples might include: safe car seat use, safe cribs, safe changing tables, safe bathing areas, safe swings, regular visits to the pediatrician, and childproofing the home.
- What are opportunities for enrichment that parents can provide for a newborn? Some examples might include: sensory stimulation, holding when feeding, cuddling, rocking, carrying the infant close to the body for comfort, reading aloud, and identifying colors, roads, and things outdoors.
- What is the relationship of nurturing on the growth and development of a newborn?

2) WRITTEN EXERCISE/GROUP ACTIVITY

TAAS WRITING

Have students compose a letter to a friend who is a parent and point out the relationship of nurturing to the growth and development of the newborn. The purpose of the letter should be informative as well as persuasive. The letter should convince the parents that infants need nurturing just as much as they need food and sleep.

Provide an opportunity for students to share their letters with each other in small groups. Have each group develop a list of concepts regarding the relationship of newborn growth and development and report this list to the class.

NOTES

3) INDIVIDUAL ACTIVITY/OBSERVATION

Have students observe parents and small infants in their homes or in a public place (e.g., park, shopping mall, supermarket). Have students record how the parents nurture the infants. Ask students to describe how the infants respond to their parent's nurturing. Provide a time for students to share their observations with small groups of class members.

FCCLA ACTIVITIES

- Families First: Parent Practice
- Power of One: Family Ties
- STAR Event: Focus on Children

RESOURCES

PUBLICATION

The Curriculum Center for Family and Consumer Sciences. *Building Blocks*.

WEB SITES

I Am Your Child
www.iamyourchild.org

National Association for the Education of Young Children
www.naeyc.org

Zero to Three
www.zerotothree.org

4C- The student is expected to describe the influence of the family on the growth and development of the newborn.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

In the same gender groups, have female groups write "Help Wanted" advertisements for a father, grandfather, and uncle for a newborn baby girl. Have the same groups write "Help Wanted" advertisements for a father, grandfather, and uncle for a newborn baby boy.

Have male groups write a "Help Wanted" advertisement for a mother, grandmother, and aunt for a newborn baby girl. Have the same groups write "Help Wanted" advertisements for a mother, grandmother, and aunt for a newborn baby boy. Make a visual display of the "Help Wanted" advertisements, and have students compare the traits and responsibilities identified in the advertisements. Lead a class discussion pointing out that the roles of family members are important to nurturing the development of a newborn.

KEY QUESTIONS

- Which role is more important in nurturing a newborn, the mother's role, the father's role, grandparent's, or aunt's and uncle's role? Why?
- Why should one role or the other play a more active part in nurturing the newborn?
- What beliefs have influenced your ideas about these roles?
- How can family members share parenting responsibilities?
- What are advantages of family members sharing responsibilities? disadvantages?
- What influence does the family have on the growth and development of the newborn?

2) RESEARCH/GROUP ACTIVITY/CLASS DISCUSSION

TAAS READING **TAAS MATH**

Have students use textbooks, library resources, and Chapter 4, "Birth and the Neonate," in the *Advanced Child Development Reference Book*, to gather information about the influences of the family on the growth and development of the newborn.

Have groups of students calculate the amount of time required to meet a newborn's basic needs. Have students estimate the amount of time needed for each of the following activities: bathing, changing, feeding, doing laundry, comforting, and playing with a newborn. Include any additional activities students feel should be added to the time calculations. Have students total the amounts of time for all activities and discuss the answer.

NOTES

KEY QUESTIONS
- Was the amount of time estimated to care for a newborn more or less than expected? Why? Why not?
- How important it is for individuals contemplating having children to be aware of the time demands of an infant? Explain.

As a follow-up activity, ask a person who is a parent of a newborn to review the time calculations and answer the following questions:
- Are the time estimates reasonably accurate?
- What adjustment might be made?
- What additional activities or factors should be considered in estimating time needed to care for a newborn?
- How do parents of newborns adjust their schedules to accommodate the time demands of the newborn infant?

On the basis of the feedback, guide students in revising their estimates as needed.

TA 20 Maslow's Hierarchy of Needs

3) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups. Have each group make a chart with two columns. Label the first column "The Needs of Newborns." Label the second column, "The Needs of Family Members." With the students' help, create a visual display for the class of the needs of newborns and family members. Have students examine Teaching Aid 20, ***Maslow's Hierarchy of Needs***, and add examples of needs for family members and newborns that are not represented on the visual display.

KEY QUESTIONS
- Who is responsible for meeting the needs of the newborn?
- Who is responsible for meeting the needs of family members?
- What happens when the needs of the newborn are not met?
- What happens when the needs of family members are not met?
- How do family members know when the care of their needs and the care of the newborn's needs are balanced?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children
- Families First
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

Resources

BOOK
Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 4.

WEB SITES
American Pediatric Association
www.apa.org

Zero to Three
www.zerotothree.org

4D- The student is expected to summarize strategies for optimizing the development of newborns, including those with special needs.

NOTES

1) VIDEOTAPE/INDIVIDUAL ACTIVITY/CLASS DISCUSSION

SCIENCE

Have students view the videotape, *The First Years Last Forever*, hosted by Rob Reiner and sponsored by the Families and Work Institute, Reiner Foundation, and IBM. The video presents new research in brain development that explains the vital importance of the relationship between the caregiver and the child in the critical first years of life. Refer to the Resources section on how to order the video.

Have students respond to the quiz, "First Years Last Forever" available in the *I Am Your Child* curriculum materials. Lead a class discussion using the answer key found in the *I Am Your Child* materials.

2) RESEARCH/GROUP ACTIVITY

TAAS READING

SCIENCE

Using *I Am Your Child* curriculum materials, have students gather information about how the brain develops. Have students use print sources or Internet or Web sites to research the crucial periods of opportunity to find the skills, the critical times, what scientists know, and what caregivers can do to help. Two valuable Web sites include *www.iamyourchild.org* and *www.nando.net/nao/2little2late*. Have small groups of students create a visual display, cartoon, game, or story explaining how caregivers can make a difference in a newborn's life.

3) GROUP ACTIVITY/CLASS DISCUSSION

Have small groups of students work together to develop a list of the newborn's daily schedule of activities. Examples might include activities such as feeding, being held, diaper changing, dressing, burping, bathing, sleeping, and crying. Guide students to share their list and compile a class list making a visual display for the class. Using the class list of activities, have students add ways caregivers can provide a rich environment during each of the newborn's daily activities. These activities might include cuddling and hugging during feeding; reading orally; talking to the baby while changing a diaper, dressing, or giving a bath; playing peek-a-boo; using rattles and squeak toys during playtime; providing mobiles to introduce movement during wake-up times; gentle stroking during burping time; loving interaction during waking times; soothing; soft singing to encourage sleep; picking up the baby when he or she cries; and surrounding the infant with things to look at and sounds to hear. Lead a class discussion using the key questions.

NOTES

KEY QUESTIONS

- What is meant by giving newborns a stimulating environment?
- What are guidelines caregivers can follow to help a newborn's brain develop?
- How can caregivers provide a stimulating environment for a special needs child who has a prolonged hospital stay?

FCCLA ACTIVITIES

- Families First: Parent Practice
- STAR Events: Skills for Life; Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

CURRICULUM MATERIAL

I Am Your Child, distributed at the 1998 State Professional Development Conference for Home Economics Teachers.

VIDEOTAPE

The First Years Last Forever videotape, I Am Your Child, P.O. Box 15605, Beverly Hills, CA 90209. The video was also distributed at the 1998 State Professional Development Conference for Home Economics Teachers.

WEB SITES

The Baby Center
www.babycenter.com/refcap

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

I Am Your Child
www.iamyourchild.org

4E- The student is expected to describe positive caregiving techniques.

1) RESEARCH/GROUP ACTIVITY

Have students use textbooks, library resources, and Teaching Aids 21a-b, ***Teaching Strategies for Infants from Birth to Four Months***, to gather information about positive caregiving techniques to use with newborn infants. Have students use Teaching Aids 22a-b, ***Tender Care***, as a guide for writing activities that encourage infant sensory and brain development. Divide the class into small groups to create additional games to stimulate hearing and talking, seeing, touching and feeling, reaching, grasping, and movement.

2) OBSERVATION

Arrange for students to observe infants in a child care situation. Have students observe the surroundings, the positive caregiving techniques, and the responses from the infants to positive strokes. Have the students use Teaching Aid 23, ***Observing Positive Caregiver Techniques***, to record observations. Lead a class discussion summarizing the negative as well as the positive caregiving techniques.

KEY QUESTIONS

- When using positive caregiving techniques, what are important safety points to remember?
- If a parent of an infant asks for advice about creating a stimulating environment, how would you answer?
- Why is it important to use positive caregiving techniques?
- How would you describe positive caregiving techniques?

3) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Provide a collection of magazines and catalogs for students to find pictures of infants and caregivers that illustrate positive caregiving techniques. Have each group make a visual display (e.g., collage, poster) noting under each picture how the caregiver is practicing positive caregiving. Have each group present their findings to the class and exhibit the visual displays in the classroom.

NOTES

TA 21a-b
Teaching Strategies for Infants from Birth to Four Months

TA 22a-b
Tender Care

TAAS READING **TAAS WRITING**

TA 23 Observing Positive Caregiver Techniques

NOTES

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children
- Families First: Parent Practice; Family Ties

RESOURCES

BOOK

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development.*

WEB SITES

I Am Your Child
www.iamyourchild.org

Zero to Three
www.zerotothree.org

Child Development

Knowledge and Skills.

(5) Infancy.

The student analyzes the growth, development, and care of the infant.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the infant.

(B) analyze various theories of psychosocial and intellectual development;

(C) determine the influences of the family and society on the infant;

(D) summarize strategies for optimizing the development of infants, including those with special needs;

(E) determine techniques that promote the health and safety of an infant; and

(F) determine developmentally appropriate guidance techniques during the first year of life.

5A- The student is expected to analyze the physical, emotional, social, and intellectual development of the infant.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Assign each group an area of development including physical, emotional, social, and intellectual development of the infant. Have students use textbooks, library resources, or the Internet to gather information about growth and development during the first year. Have each group prepare a visual display and present a report of their research to the class.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use Teaching Aid 24, ***Principles of Development***, and other library and classroom resources to gather information about principles of development for children. Lead a class discussion sharing examples of how the principles relate to infant development.

TA 24 Principles of Development

TAAS READING

3) OBSERVATION/WRITTEN EXERCISE

Arrange for students to observe infants in a child care setting. Have students use Teaching Aid 25, ***Infant Observations***, to observe how the child care setting provides strategies for promoting the physical, emotional, social, and intellectual development of infants. Lead a class discussion of the students' observations using the key questions.

If it is feasible, have students observe two infants the same age. Write a report expressing how the infants they observed are developmentally similar and how they are different.

TA 25 Infant Observations

TAAS WRITING

KEY QUESTIONS

- What is a specific example of interrelated development?
- What is an example of a sequence or step-by-step pattern of development?
- What is an example of a developmental task that is similar for every infant?
- How might a setback in physical development affect emotional development?
- How might a setback in intellectual development affect social development?

NOTES

FCCLA ACTIVITIES

- Student Body
- STAR Events: Skills for Life; Illustrated Talk
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

The Curriculum Center for Family and Consumer Sciences. *Building Blocks*.

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

Texas Workforce Commission, 1996. *Texas Child Care*, "How It Feels to Be a Baby," Vol. 20 (2).

WEB SITES

National Association for the Education of Young Children
www.naeyc.org

Zero to Three
www.zerotothree.org

5B- The student is expected to analyze various theories of psychosocial and intellectual development.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Psychologists and sociologists have proposed several theories to explain human growth and development. Help students become aware of the various theories, develop a basic understanding of each, and realize why there are so many theories. Using Teaching Aids 26a-e, ***Theories of Human Growth, Development, and Behavior***, as a guide, have students list various theories of personal and human development. Divide the class into small groups. Assign each group one of the theories to summarize for the class. Compile the information and create a visual display of the various theories.

TA 26a-e ***Theories of Human Growth, Development, and Behavior***

SOCIAL STUDIES

KEY QUESTIONS

- What are basic characteristics of each theory?
- In what ways are various theories similar? How are the theories different?
- Why are there so many theories?
- How does one know which theories to apply?
- Which theories, or principles within theories, seem most useful to you?

2) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 27, ***Erikson's Stages of Life***, as a transparency or use as a handout. Note that Erikson's theory is one of several developed by theorists to explain human development. Use Teaching Aids 26a-e, ***Theories of Human Growth, Development, and Behavior***, to supplement the information. Lead students to understand the various stages or crises that individuals must resolve at each stage of life according to Erikson. Have students explain in their own words the meaning of each stage, giving examples to clarify their understanding. Have students write a descriptive report on the first stage, Infancy: Trust versus Mistrust, explaining ways adults in the infant's life can help the infant reach his/her full potential of trust.

TA 27 ***Erikson's Stages of Life***

TAAS WRITING   SOCIAL STUDIES

3) INDIVIDUAL ACTIVITY

Maslow's theory of personality development is referred to in Teaching Aids 26a-e, ***Theories of Human Growth, Development, and Behavior***. He proposed that individuals must satisfy the four levels of needs before reaching the fifth level, self-actualization. Use Teaching Aid 20, ***Maslow's Hierarchy of Needs***, as a transparency, or make a visual display for the class. Lead students to analyze the relation of

TA 20 ***Maslow's Hierarchy of Needs***

NOTES

caregivers to each of these levels of needs. Point out to students that psychological and sociological factors greatly affect a child's growth and development.

KEY QUESTIONS

- Why is the need for shelter a basic physiological need?
- In what ways do caregivers meet a child's safety needs? love and belonging needs? self-esteem needs?
- How might caregivers enable children to grow and reach full potential?

RESOURCES

69

5C- The student is expected to determine the influences of the family and society on the infant.

1) CLASS DISCUSSION

Use Teaching Aids 28a-b, ***Concepts Related to Sociology***, to explain the key concepts about sociology. Have students explain the role of the family and society in socialization of infants and older children and identify other socialization influences, such as peers, media, education, and religion.

NOTES

TA 28a-b ***Concepts Related to Sociology***

SOCIAL STUDIES

2) GUEST SPEAKER/LISTENING TEAMS

Have students use dictionaries or textbooks or the following explanation to gather information about the basic principles of the social science, anthropology. *Anthropology* is the study of the development, cultural characteristics, beliefs, and origins of humankind. Anthropologists conduct research to see how humans have changed from period of time to the next and to identify similarities and differences among people of the world. Anthropologists often spend time doing field research, observing the cultures, customs, and beliefs of the communities of the world. In addition, anthropologists often do research that involves cross-cultural comparison.

Invite an anthropologist or another knowledgeable person on the topic to share similarities and differences in socialization practices of various cultures, both past and present. Have students use listening teams to summarize the information presented by the speaker. See the Creative Ideas section for more information on listening teams.

SOCIAL STUDIES **TAAS READING**

3) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students analyze socialization issues at various stages of the life span. Refer to Teaching Aid 29, ***The Life Span***, as a guideline. For example, infants must learn to trust their caregiver. Children in early childhood must learn basic communication skills, values, and relational norms. Adolescents face socialization issues related to sex roles and increasing independence. Compare agents of socialization at each stage and discuss results of mixed messages received from various agents. For example, infants may be ignored rather than cuddled, children may be neglected rather than nurtured, and adolescents may receive differing messages regarding sexual behavior from parents, peers, school, church, and media. Compile examples of norms, mores, and folkways of the community and of youth subcultures. Discuss the effects of each on personal and child development. Have students relate their findings to determine the influences of the family and society on the infant.

TA 29 ***The Life Span***

SOCIAL STUDIES

NOTES

SOCIAL STUDIES

4) RESEARCH/SYMPOSIUM

Social changes strongly affect individual and family patterns of living in the United States. Have students use textbooks, library resources, or the Internet to gather information about the influences of the family and society on the infant. Have students consider the effects that social changes have on their own lives as well as the effects on the lives of infants. Social changes to consider include women in the workforce, increasing societal acceptance of sexual issues, societal migration from urban to suburban housing arrangements, growing social materialism, and changing moral and traditional structures. For example, the increase in number of women working outside the home impacts roles within the family, raises child care issues, increases demand for fast food and convenience products, and creates new challenges in balancing work and family. Using a symposium format, have students share their findings.

FCCLA ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Families First
- Additional FCCLA activities for this TEKS are included in the **Blended Activities** section.

RESOURCES

ORGANIZATIONS

American Family and Consumer Sciences Association (AAFCS)

National Council on Family Relations (NCFR)

5D- The student is expected to summarize strategies for optimizing the development of infants, including those with special needs.

1) WRITTEN EXERCISE/ORAL PRESENTATION

Have students research information about infants with special needs and write reports describing the condition and the suggested ways the caregiver can optimize the infant's development. Include infants with disabilities as well as chronic illnesses. Have students give oral reports describing the special needs condition and suggestions for optimizing the infant's development. Examples of report topics could include diabetes, epilepsy, psychomotor seizures, physical disabilities, mental impairments, behavioral impairments, Sickle Cell Anemia, Cystic Fibrosis, Cerebral Palsy, AIDS, and Leukemia.

2) OBSERVATION

Invite mothers to bring their infants to the class. Try to have one infant from each of the three age groups: birth to 4 months; four to eight months; and eight to twelve months. Have students refer to Teaching Aids 21a-b, ***Teaching Strategies for Infants from Birth to Four Months***. Distribute copies of Teaching Aids 30a-c, ***Teaching Strategies for Infants from Four to Eight Months***; and 31a-c, ***Teaching Strategies for Infants from Eight to Twelve Months***, to gather information regarding the development of the infant and the caregiver strategy that will encourage optimal development for each age category. Have students observe while the mothers demonstrate appropriate caregiver strategies. Teaching Aids 32a-b, ***Observing Infants at Different Stages of Development***, can be used for the observation.

As an alternative, have students observe the three age groups of children at a child care center. Teaching Aids 32a-b can be used for the observation as well.

3) GROUP ACTIVITY/VIDEOTAPE

Have students identify several examples of daily routines used in the care of infants. Divide the class into small groups. Have each group demonstrate several teaching strategies for each daily routine. If available, have infant manikins to use for demonstrations.

Have students view a videotape, such as *The Baby Care Home Video*, available from The Curriculum Center for Family and Consumer Sciences. The video provides a wealth of information in caring for infants.

NOTES

TAAS READING **TAAS WRITING**

TA 21a-b
Teaching Strategies for Infants from Birth to Four Months

TA 30a-c
Teaching Strategies for Infants from Four to Eight Months

TA 31a-c
Teaching Strategies for Infants from Eight to Twelve Months

TA 32a-b
Observing Infants at Different Stages of Development

NOTES

TAAS READING

TAAS WRITING

4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students use Teaching Aids 21a-b, 30a-c, and 31a-c as references. Have students summarize the teaching strategies suggested for each age group by writing "Points to Remember About Optimizing Infant Development." Information for the assignment might include:

Teaching strategies for infants from *birth to four months* should emphasize developing muscular control in the hands, neck, and arms, establishing regular eating and sleeping routines, providing a stimulating environment, and developing emotional and social security through bonding with caregivers.

Teaching strategies for infants *four to eight months* should provide appropriate visual stimulation, safe play areas, toys, positive social and emotional contacts, opportunities for self-accomplishment, and exploration.

Teaching strategies for infants *eight to twelve months* of age should emphasize large muscle development, develop fine motor skills (e.g., grasping), allow the child to make choices, develop positive behaviors, provide sensorimotor activities, and help with language development through activities such as identification of objects.

FCCLA

FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Event: Focus on Children
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

The Curriculum Center for Family and Consumer Sciences. *Building Blocks*.

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

VIDEOTAPE

The Baby Care Home Video, available from The Curriculum Center for Family and Consumer Sciences.

5E- The student is expected to determine techniques that promote the health and safety of an infant.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Lead a class discussion on ways in which infant caregivers can promote the health and safety of infants. Have students use Teaching Aid 33, ***Health and Safety for Infants***, as a guide.

*TA 33 **Health and Safety for Infants***

KEY QUESTIONS

- What are some common health problems associated with infants?
- How can some of these health problems be alleviated?
- What kinds of accidents do infants have?
- How can accidents be prevented?
- Why should caregivers be concerned with the health and safety of infants?

2) GROUP ACTIVITY/FCCLA

Divide the class into small groups. Have each group develop and produce radio and/or television public service announcements informing parents of infants about protecting infants from each of the following accidents: burns, electrical shock, fire, suffocation, drowning, poisoning, falls, and transportation hazards. Have each group share their production with the class. If possible, audiotape or videotape the performances and use them for parenting education. This activity could also be used as a project for FCCLA.

FCCLA

3) GUEST SPEAKER/FCCLA

Invite a guest speaker such as a safety education officer with the Texas Department of Public Safety or local law enforcement offices, the county Family and Consumer Sciences Agent with the Texas Agricultural Extension Service, or other professionals who are trained in transportation safety issues to speak to the class about promoting the health and safety of children, especially infants. This strategy could also be used as a FCCLA project for Families First or for FACTS (Families Acting for Community Traffic Safety).

FCCLA

NOTES

TA 34 ***Brochure Describing Emergency Techniques for Caregivers of Infants***

TAAS READING

TAAS WRITING

FCCLA

FCCLA

4) GROUP ACTIVITY/FCCLA

Have students use textbooks, library resources, and other references to gather information about handling emergencies. Divide the class into small groups. Have each group present guidelines for handling emergencies.

As an enrichment strategy, have students use Teaching Aid 34, ***Brochure Describing Emergency Techniques for Caregivers of Infants***. The brochure could also be distributed to parents of infants as a special FCCLA project.

FCCLA ACTIVITIES

- FACTS (Families Acting for Community Traffic Safety)
- Families First: Parent Practice
- STAR Events: Focus on Children; Illustrated Talk

RESOURCES

AGENCIES AND ORGANIZATIONS

American Red Cross

Juvenile Products Manufacturers Association

Maternal and Child Health Bureau

National Highway Traffic Safety Administration

Texas Department of Health

5F- The student is expected to determine developmentally appropriate guidance techniques during the first year of life.

NOTES

1) CLASS DISCUSSION

Write the term *guidance* on the chalkboard, overhead, or flip chart. Have students write down associative words they associate with guidance and record the words on the chalkboard, overhead, or flip chart. Discuss with students that guidance combines support, encouragement, and setting limits. Guidance encourages good behavior and help children develop self-confidence and self-control. Guidance is needed to keep children safe and healthy. It also helps children to like themselves and to get along well with others. Point out that guidance involves more than telling children what to do or punishing them for bad behavior. Guidance involves ways of helping children to behave well, teaching them how to control their own actions, helping them to make their own decisions, and teaching them to accept responsibility for their own actions.

2) INDIVIDUAL ACTIVITY

TAAS READING TAAS WRITING

Have students use references such as textbooks, library resources, and the Internet, to gather information about how the infant develops physically, intellectually, socially, and emotionally during the first year of life. Have students list a predictable daily routine of infant care. Examples might include feeding, bathing, changing diapers, sleeping, waking, outdoor time, and exploring. Have students add behavior expectations during each of the routine events. For example, during feeding one might expect the infant to eat rather than play; during diapering, one might expect the infant to lie on a flat surface without crawling away; or during outdoor time, one might expect the infant to stay buckled in the stroller. Lead students to create a chart to record guidance strategies that promote positive behavior and trust.

Examples of guidance strategies might include:

- model positive behavior
- communicate at the infant's level
- be consistent by giving infant freedom and limits each day
- make a safe environment for the infant
- lead the infant by the hand or carry the infant
- guide by distraction
- be firm, soft-spoken, and kind

3) INDIVIDUAL ACTIVITY/OBSERVATION

TAAS READING TAAS WRITING

Have students use textbooks, library resources, and other references to gather information on infant personality patterns and behavior. Three personality patterns include sensitive, aggressive, and placid. Infants often show characteristics of more than one type.

NOTES

Have students observe infants in a child care setting to look for behavior that would identify sensitive, aggressive, and placid patterns.

Have the students write a report of their observations. As an alternative, have students write a report on the findings of their readings.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Families First: Parent Practice

RESOURCES

PUBLICATION

The Curriculum Center for Family and Consumer Sciences. *Building Blocks*.

VIDEOTAPE

Quality Child Care and Discipline, available from I Am Your Child, P.O. Box 15605, Beverly Hills, CA 90209

WEB SITES

I Am Your Child
www.iamyourchild.org

National Association for the Education of Young Children
www.naeyc.org

Zero to Three
www.zerotothree.org

Child Development

Knowledge and Skills.

(6) Infancy.

The student describes family adjustments occurring in response to the addition of a child to the family.

The student is expected to:

(A) analyze emotional changes occurring after the addition of a child to the family;

(B) discuss shared parenting responsibilities;

(C) describe strategies for managing the multiple roles of family members;

(D) discuss considerations for parents in maintaining their relationship after the addition of children to the family; and

(E) describe family financial adjustments resulting from the addition of a child to the family.

6A- The student is expected to analyze emotional changes occurring after the addition of a child to the family.

NOTES

1) CLASS DISCUSSION

Have students reflect on a time in their own lives when they had to make a big adjustment to a change. Some examples might include:

- moving to a new town
- transferring to a new school
- adjustment to a new member of the family
- making a new friend or losing an old friend

In pairs, have students share the experience and describe how it represents making an adjustment to change. As a class, have students brainstorm a list of changes experienced by people who have just become parents. Discuss the similarities and differences between the changes the students have experienced with the changes involved in becoming a parent.

KEY QUESTIONS

- What feelings often accompany changes in one's pattern of living?
- Which of these feelings will new parents likely face?
- What kinds of adjustments will new parents most likely need to make as they face new events in their lives?
- What resources can help parents and family members as they make adjustments to the addition of a new child?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students select one of the family adjustments occurring in response to the addition of a child to the family from the list below:

- limits on personal freedom
- feelings of frustration and confusion
- changes in relationships
- limited social life
- changes in the lives of siblings
- isolation from spending time with child
- physical and emotional exhaustion
- postpartum depression
- feelings of disappointment, loneliness, and resentment

Have students research information related to one of the family adjustments. Have students collect and display current newspaper and magazine articles related to the topic and interview new parents about adjustments they may have made. Have students report their information to the class.

NOTES

KEY QUESTIONS
- Which of the adjustments would be the most difficult to make?
- Which of the adjustments would be the easiest to make?
- What resources could new parents use to help them in making the adjustments to the new pattern of living?
- What might happen if new parents were unable to make the adjustments?

3) INTERVIEW

Have students lists emotional, psychological, physical, economic, and personal routine adjustments likely to affect the mother and father of a new baby. Arrange for several students to interview mothers and fathers of young children. Have other students research reference materials to gather information about the emotional changes in living for the new mothers and fathers.

KEY QUESTIONS
- What reactions of family and friends toward the arrival of a new baby tend to increase the adjustments made by the mother and/or father? ease the adjustments?
- What are ways relatives and friends could offer help to parents of a newborn baby?
- What might be done by the mother and/or father to affect the adjustments?
- What effect does education and preparation for parenthood have on the mother's adjustment? the father's adjustment?

FCCLA ACTIVITIES

- Families First
- Power of One: Family Ties
- STAR Event: Focus on Children

RESOURCES

6B- The student is expected to discuss shared parenting responsibilities.

1) CLASS DISCUSSION

Have students complete Teaching Aid 35, ***Gender Expectations in Parenting*** Upon completion of the assignment, discuss the key questions with the students.

NOTES

TA 35 Gender Expectations in Parenting

KEY QUESTIONS

- Which type of beliefs — traditional or nontraditional— best support the sharing of parenting roles?
- What are the advantages of having both mothers and fathers participate in parenting responsibilities?
- How does the participation of both mothers and fathers in parenting tasks influence their children?
- What are the consequences for the parents when parenting tasks are not shared? for the children?

2) VISUAL DISPLAY/RESEARCH

Have students make a visual display for the class entitled, "Mothers and Fathers: Sharing Parenting Responsibilities." Have students collect and display newspaper and magazine articles and books that focus on parenting roles of mothers and fathers or report about articles that they researched. Describe and post examples of situations in families, on television, or in literature in which mothers and fathers share parenting roles. Have students research and post statistics about societal trends that reflect changes in the roles of mothers and fathers, such as the following trends:

- the number of working mothers
- amount of time men spend performing household tasks
- amount of time fathers spend with children
- the number of fathers assuming principal responsibilities as parenting caregivers

KEY QUESTIONS

- What factors influence how we view the roles of men and women in parenting?
- What factors are influencing changes in these roles?
- What are the advantages of changes in women's roles for men? for women?
- What are the advantages of changes in men's roles for women? for men?
- How do gender expectations affect marriage relationships?

NOTES

TA 36a-b
Distribution of Parenting Responsibilities

3) INTERVIEW/CLASS DISCUSSION

Have students interview two sets of parents to learn ways they distribute parenting responsibilities. Instruct students to interview either the father, mother, or both parents in two different families.

Have students use Teaching Aids 36a-b, ***Distribution of Parenting Responsibilities***, to complete the assignment. Have students share their findings with the class.

KEY QUESTIONS

- What are the responsibilities of the father in parenting?
- What are the responsibilities of the mother in parenting?
- What are influences that support your view of the responsibilities of the father and mother in parenting?
- What are advantages of mothers and fathers sharing parenting responsibilities?

As an alternative strategy, video segments from movies such as *Mrs. Doubtfire, Mr. Mom*, or *Yours, Mine, and Ours* could be used as springboards for discussion. Use the key questions to lead a class discussion.

FCCLA ACTIVITIES

- Families First
- Power of One: Family Ties
- STAR Event: Focus on Children

RESOURCES

6C- The student is expected to describe strategies for managing the multiple roles of family members.

1) PANEL DISCUSSION

NOTES

Invite a panel of parents to discuss how they manage work and family schedules. Include on the panel parents who have chosen a variety of work and family management strategies, such as those who work full-time and manage parenting responsibilities, those who work part-time or flexible work schedules, those who have chosen to work at home, and those who chose to be full-time homemakers. Divide the class into listening teams. Choose one of the following topics and devise questions for the panel about that topic. Summarize the information for the class following the panel presentation.

Topics could include:

- Family goals and values about work and how those goals and values have influenced choices about work outside the home.
- The use of time to meet work and family demands, including the percentage of time spent each day on work tasks and family tasks. (Draw a pie graph representing use of time for each parent on the panel.)
- Management strategies to balance work and family roles.
- The ways in which the work environment affect their role as a parent and the ways in which their role as a parent affects the work environment.

KEY QUESTIONS

- How does a parent's goals about work influence the work he or she does outside the home? at home?
- Why is it important to consider the use of time when balancing work and family responsibilities?
- What factors should a parent consider when deciding how to balance work and family responsibilities?

2) GROUP ACTIVITY

Have students design informational sheets for working parents that focus on strategies for managing the multiple roles of family members. Divide the class into groups, with each group selecting a strategy, such as those listed below. Include suggestions for managing work and family, the family using the strategy, and additional resources that might be helpful to learn about that topic such as books, magazines, Internet, or other community resources. Share the information sheets with class members.

NOTES

Examples of strategies might include:
- Making Quality Family Time
- Sharing and Scheduling Household Tasks
- Organizing for Morning Rush Hour
- Basic Time Management for Working Parents

This strategy could be used as a FCCLA chapter project for Families First: Balancing Family and Career or as a STAR Event: Focus on Children and Skills for Life. Instead of an information sheet, students could develop some other type of visual display (e.g., poster, bulletin board, photograph story, video).

3) GAME/CLASS DISCUSSION

Conduct a juggling demonstration using soft balls, imagining that each ball is a separate role of family members. Throw a ball to a student and ask the student to name a role of a family member. Continue the game until multiple roles are suggested. Record these on a chalkboard, overhead, or marker board. Discuss with students some questions that may be used by parents in deciding how best to juggle multiple responsibilities that were listed. Examples of questions might include:
- Is this responsibility related to work and family goals?
- How important is this responsibility to me? my family? my work?
- How important is this responsibility in relation to my other responsibilities?
- What would happen if I were unable to fulfill this responsibility?
- Why should I continue to juggle this responsibility? why not?
- What makes it difficult to juggle this responsibility?
- Could I share this responsibility with someone else?
- What kind of safety net would I have to use if I were unable to fulfill this responsibility?

KEY QUESTIONS
- Have you ever used any of the discussed questions when you have been faced with many responsibilities to juggle?
- Which questions are most important for working parents?
- What would happen if a working parent did not use these questions when deciding how to juggle responsibilities?
- What are strategies for managing the multiple roles of family members?

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

6D- The student is expected to discuss considerations for parents in maintaining their relationship after the addition of children to the family.

NOTES

1) INTERVIEW/CLASS DISCUSSION

Have students either shadow or interview a parent to gather information about work tasks that the parent must manage after the addition of a child to the family. Have students make a visual display (e.g., chart, poster) for the class listing the tasks of a parent during the day. Lead a class discussion on considerations for parents in maintaining their relationship when faced with multiple tasks of parenting.

KEY QUESTIONS

- Why are management skills important considerations for parents?
- How can parents manage the tasks of parenting and also manage time for each other?

2) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups. Have each group design a schedule for a week in the life of a father/mother team that allows time for the children and for maintaining the relationship of the parents. Have each group share their schedules.

KEY QUESTIONS

- What are considerations for parents in maintaining their relationship after children are born?
- How might parents have problems related to balancing the tasks of parenting with maintaining their own relationship?
- Which role is the easiest to fulfill? Most difficult? Why?
- How does managing parenting tasks effectively help parents meet the needs of children? of their own relationship?

3) ROLE PLAY/WRITTEN EXERCISE

Divide the class into small groups. Have each group plan and present a role play demonstrating positive techniques to assist couples in maintaining their relationship after the addition of children to the family. Encourage students to use their creativity. As each group presents their drama, have students recognize and list the techniques used. Using information from the role plays, have students write a summary discussing considerations for dealing constructively with maintaining a healthy relationship after the addition of children to the family.

NOTES

RESOURCES

WEB SITES

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
ericps.ed.uiuc.edu/npin/ponhome.html/

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu

6E- The student is expected to describe family financial adjustments resulting from the addition of a child to the family.

NOTES

1) RESEARCH/CLASS DISCUSSION

Have student volunteers gather information from a hospital administrator, nurse, or physician's assistant concerning the estimated costs for several types of birth (e.g., prepared childbirth, cesarean). Sample questions might include the following:

- Where are most babies born?
- How much money is typically spent for the physician?
- How much money is usually spent for the hospital stay?
- What is the total medical costs of having a baby?
- What services are generally provided by the physician and the hospital?
- What are some additional medical expenses?
- Which expenses are usually paid by medical insurance?

Have the volunteers share their findings with the class. Discuss the key questions.

KEY QUESTIONS

- What are additional ways parents can meet the costs of having a child?
- How did costs vary among the different physicians, clinics, and hospitals?
- How do costs vary according to the size of the community?
- What were family financial adjustments resulting from the addition of a child to the family?

2) CASE STUDIES/GROUP ACTIVITY

According to the United States Department of Agriculture's annual report on the cost of raising a child, a child born in 1996 would cost a middle-income family approximately $150,000 during the first 17 years of that child's life. In 1960, when projections were first made a middle-income family could expect to spend $25,000 in raising one child.

*TA 37 **Potential Parents: What are the Costs?***

TAAS MATH

Divide students into small groups. Using Teaching Aid 37, ***Potential Parents: What are the Costs?***, have each group select one of the case studies. Have students estimate the income and living expenses of the couple with and without both parents working outside the home. Have each group make an oral presentation of their findings. Lead a class discussion summarizing the financial adjustments resulting from the addition of a child to the family.

NOTES

TA 38a-b
The Cost of Raising Children

3) BRAINSTORMING/VISUAL DISPLAY

Have the students brainstorm as many kinds of expenses as they can from their own childhoods. Have students ask adults to review the list, adding additional expenses. As a class, develop a visual display "life line" of necessary expenses for a child from birth through school age. Teaching Aids 38a-b, ***The Cost of Raising Children***, can be used as a worksheet in estimating costs.

KEY QUESTIONS

- Which expenses increase with age?
- What were onetime expenses?
- What alternatives might help the family reduce the cost of child rearing?
- What are financial adjustments resulting from the addition of children to the family?

TA 27 ***Erikson's Stages of Life***

TAAS READING **TAAS MATH**

4) INDIVIDUAL ACTIVITY

Display a transparency of Teaching Aid 27, ***Erikson's Stages of Life***. Assign each student one of the first four stages: infancy, early childhood, preschool age, and school age. Divide the assignments to ensure that all stages are equally distributed. Instruct students to research, calculate, and chart the cost of rearing a child at the assigned age. Compile costs calculations for all age groups and discuss the findings as a class.

KEY QUESTIONS

- What age is the most expensive? the least? Why?
- What impact does the cost of rearing one child have on the rest of the family?
- In what ways could having other children in the immediate or extended family affect costs?

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

United States Department of Agriculture
www.usda.gov/

Child Development

Knowledge and Skills.

(7) Toddler, Preschool, and School-age Child.
The student analyzes the growth and development of the toddler.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the toddler.

(B) determine the role of play in a toddler's growth and development;

(C) summarize strategies for optimizing the development of toddlers, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for use with toddlers.

7A- The student is expected to analyze the physical, emotional, social, and intellectual development of the toddler.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Use Chapter 7, "Theories and Principles of Growth and Development," in the *Advanced Child Development Reference Book*, as a reference to help students understand the general principles and patterns of a child's development. Divide the class into four groups. Assign each group an area of development which includes physical, emotional, social, and intellectual development. Have groups of students prepare an oral representation using visuals (e.g., Power Point, slides, posters) to share with the class.

TAAS READING

SOCIAL STUDIES

KEY QUESTIONS

- What is the important relationship among the areas of development?
- Why is the sequence of developmental changes more important than the age at which changes occur?
- What are developmental tasks?
- What are examples of developmental tasks which toddlers master?
- What is an example of a sensitive period of development?
- What are two major directions which physical development follows?
- What is the pattern followed in development of muscles?
- What are guidelines which should be used by caregivers to help children learn?
- What is the role which self-concept plays in a child's social development?
- How can caregivers help children develop positive self-concepts?
- How do the four sequences of play show social development in children?
- What are appropriate ways caregivers can help children express their emotions in appropriate ways?

2) GROUP ACTIVITY/PROJECT

Divide the class into small groups. Have each group prepare a newspaper or magazine article that provides information about the physical, emotional, social, and intellectual growth and development of toddlers.

TA 39 A Day in the Life of a Toddler

NOTES

TAAS READING

TAAS WRITING

Use Teaching Aid 39, ***A Day in the Life of a Toddler,*** to guide students in their assignment.

Have students organize how they will complete the assignment. They may use a word processing program, graphic software, or other media for the project. The article should be informative, interesting, and innovative. Have each group share their articles with the class.

TA 40 Toddler Observations

TA 41 Nap and Meal Time for Toddlers

TA 42 Social Development

3) OBSERVATION

Arrange for groups of students to observe toddlers in a child care setting. Have students record information and answer the key questions concerning their observations. Assign each group a developmental area found on Teaching Aid 40, ***Toddler Observations***. Teaching Aids 41, ***Nap and Meal Time for Toddlers*** and 42, ***Social Development*** can be used in conjunction with the observations.

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 7.

PUBLICATIONS

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

Texas Workforce Commission, 1996. *Texas Child Care*, "Back to Basics: How It Feels to Be a Toddler," Vol. 20 (3).

WEB SITES

Maternal and Child Health Bureau
www.mchb.hsra.gov

Zero to Three
www.zerotothree.org

7B- The student is expected to determine the role of play in a toddler's growth and development.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY

Have students use textbooks, library resources, Internet, and Chapter 7, "Theories and Principles of Growth and Development," in the *Advanced Child Development Reference Book*, to gather information about the role of play in a toddler's growth and development. Lead a class discussion on the four sequences of play, and point out the age of the child. Have students use magazines, catalogs, photographs, or sketches to illustrate children engaged in solitary play, parallel play, associative play, and cooperative play. Have students share their visual displays with the class.

TAAS READING

KEY QUESTIONS

- What is the role of play in the development of the toddler?
- How can caregivers encourage each type of play?

2) EDUCATIONAL TOUR/CLASS DISCUSSION

Children learn physically, emotionally, intellectually, and socially through play and toys. Have students use textbooks, library resources, and Teaching Aids 43a-j, ***Teaching Strategies for Toddlers from Twelve to Thirty-six Months***, to gather information about caregiver teaching strategies and objectives to help toddlers grow and develop and reach their potential. Have students inspect toys at a local store (or from toy catalogs) and select appropriate toys that will stimulate the toddler's growth and development. Have students use Teaching Aids 44a-b, ***Selecting Appropriate Toys for Toddlers***, to record information. Have students share their findings.

TA 43a-j
Teaching Strategies for Toddlers from Twelve to Thirty-six Months

TA 44a-b
Selecting Appropriate Toys for Toddlers

KEY QUESTION

- How will each toy or play activity contribute to the development of a toddler?

3) GROUP ACTIVITY

Divide the class into small groups. Have each group plan a dramatic or pretend play experience that would encourage physical, social, intellectual, and language development in a toddler.

NOTES

The plans should include the following:
- theme
- props needed
- caregiver supervision
- space needed
- learning that will occur

Have students share their plans with the class.

KEY QUESTIONS
- What role do the props play in the play environment?
- What is the role of the dramatic or pretend play in the development of the toddler?

FCCLA ACTIVITIES

- Power of One: Family Ties
- STAR Event: Focus on Children
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development.*

Chen, Jie-Qi, 1998. *Project Spectrum: Early Learning Activities.*

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 7.

Sawyers, Janet K., & Rogers, Cosby S., 1990. *Helping Young Children Develop Through Play.*

7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.

1) CLASS DISCUSSION

Lead a class discussion of general characteristics that toddlers display in each area of development. Have students use Teaching Aids 43a-j, ***Teaching Strategies for Toddlers from Twelve to Thirty-six Months***, to identify growth and development patterns that can be anticipated for children during the toddler stage.

NOTES

TA 43a-j
Teaching Strategies for Toddlers from Twelve to Thirty-six Months

KEY QUESTIONS

- What are teaching strategies that can be used for the toddler in each of the four age groups? 12 to 18 months? 18 to 24 months? 24 to 30 months? 30 to 36 months?
- What is the caregiver's role in the physical development of toddlers?
- How can the caregiver help the emotional development of a toddler?
- How can the caregiver promote effective social development?
- How can these strategies be promoted?

2) INDIVIDUAL ACTIVITY

Have students use textbooks, library resources, the Internet, and Chapter 12, "Care and Guidance of Special Children," in the *Advanced Child Development Reference Book*, to gather information about special needs children. Have students answer the key questions.

TAAS READING

KEY QUESTIONS

- How can knowing about the effect of hereditary and environmental factors on child development help caregivers?
- Define mental retardation. What goals may be emphasized for children who are classified as mildly or moderately mentally retarded?
- What symptoms of learning disabilities can caregivers follow in working with children with sensory handicapping conditions?
- What guidelines can caregivers follow in working with children with physical disabilities?
- What guidelines can caregivers follow in working with children with communication disabilities?
- What are characteristics of toddlers with emotional or behavioral disorders?
- What guidelines can caregivers follow in working with children with emotional or behavioral disorders?

NOTES

KEY QUESTIONS, CONTINUED

- What are general guidelines for working with gifted and talented children?
- What strategies may a caregiver use to promote positive interaction with toddlers who have disabilities?

3) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Have each group create a visual display of information gathered concerning strategies that optimize a toddler's development. Assign each group one of the four toddler age groups: 12 to 18 months, 18 to 24 months, 24 to 30 months, and 30 to 36 months. Students may use drawings, magazine/catalog pictures, or photographs to illustrate strategies appropriate for optimizing the development of toddlers, including those with special needs. Have students identify the teaching/learning strategy under each illustration. After the groups share their findings, post the visual displays in the classroom.

TA 45 ***Tips for Selecting and Reading Books to Young Children***

4) GROUP ACTIVITY/VISUAL DISPLAY

Provide an assortment of children's books appropriate for toddlers. Use Teaching Aid 45, ***Tips for Selecting and Reading Books to Young Children***. Discuss with students why the selected book is age and developmentally appropriate. Divide the class into small groups. Have each group practice reading the books to one another to implement the tips. As a FCCLA project for Ready, Set, Read!, the students could become reading buddies to elementary children.

FCCLA ACTIVITIES

- Power of One: Family Ties
- STAR Event: Focus on Children
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 12.

PUBLICATION

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

7D- The student is expected to determine developmentally appropriate guidance techniques for use with toddlers.

1) SCENARIOS/CLASS DISCUSSION

Have students use textbooks, library resources, the Internet, and Teaching Aid 46, ***Direct and Indirect Methods of Guidance***, to gather information about guiding toddlers. Have students write scenarios describing an adult/toddler interaction with the following:

- demonstrating
- leading
- restraining
- removing
- gesturing
- using body language
- guiding verbally
- listening carefully
- using eye contact
- using short sentences
- using an action verb to start the sentence
- giving one direction at a time
- giving only necessary directions
- giving appropriate choices
- giving logical reasons
- stating limits or rules
- resolving conflicts over rules
- avoiding competition
- praising

Have students share their scenarios with the class. Lead a class discussion using the key questions.

NOTES

TA 46 Direct and Indirect Methods of Guidance

TAAS WRITING

KEY QUESTIONS

- How does pointing out positive alternatives guide toddlers?
- Why is it important to help a child learn to deal with feelings and emotions?
- How does the use of simple directions help in guiding toddlers?
- How is kindness and caring shown through language in the scenarios?
- How is encouragement used in guiding?
- How is the toddler's behavior recognized?
- How would toddlers feel in each scenario?

2) CLASS DISCUSSION

The term *feedback* is defined as information received about one's performance. Feedback enables an individual to adjust behavior to

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avoid making repeated mistakes. Lead students to discuss the importance of communication and feedback in the guidance of toddlers.

KEY QUESTIONS

- How influential is feedback in the behavior of children? Why?
- What types of messages should parents send to children regarding their behavior?
- What are ways parents can show love while discussing inappropriate behavior?

3) ROLE PLAY

Divide the class into small groups. Have each group plan and perform two role plays depicting a parent/toddler conflict for the class. One role play should show how the parent used appropriate methods of feedback in order to guide a toddler's behavior. The other role play should depict how the parent uses inappropriate methods. As groups present their role plays, guide students to analyze the effectiveness of techniques used and to note ways the techniques can be transferred to various caregiving situations.

RESOURCES

ORGANIZATIONS

National Association for the Education of Young Children

Ohio State University Extension (Ohioline)

Texas Agricultural Extension Service - Family and Consumer Sciences

WEB SITES

I Am Your Child
www.iamyourchild.org

Zero to Three
www.zerotothree.org

Child Development

Knowledge and Skills.

(8) Toddler, Preschool, and School-age Child.

The student analyzes the growth and development of the preschool child.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the preschool child;

(B) describe the role of play in a preschool child's growth and development;

(C) summarize strategies for optimizing the development of preschool children, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for a preschool child.

8A- The student is expected to analyze the physical, emotional, social, and intellectual development of the preschool child.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Have students review Teaching Aid 27, ***Erikson's Stages of Life***. Supplement the teaching aid with information from reference books. Discuss with students the various stages or crises that individuals must resolve in each stage of life according to Erikson. Note that Erikson's theory is only one of several developed by theorists to explain human development. Have students explain in their own words the meaning of each stage, giving examples to clarify their understanding.

TA 27 Erikson's Stages of Life

TAAS READING

SOCIAL STUDIES

KEY QUESTIONS

- What are examples of how each stage can be impacted by physical, emotional, social, and intellectual factors?
- Why are some areas more important than others in the development of an individual?
- Why is it important for parents to be aware of how each area of development affects other areas?
- Why is the preschool age so important in human development?

2) SCENARIOS/GROUP WORK

Have students review information regarding Jean Piaget's cognitive stages in Teaching Aids 26a-e, ***Theories of Human Growth, Development, and Behavior***. Have each student write a scenario of a child in the Cognitive Stage Sensorimotor (0-2 years) and Preoperational Stage (2-6 years) that are prescribed by Piaget.

Divide the class into discussion groups. Ask students to read their scenarios to one another while the others try to identify the stages being described. When everyone has completed this task, ask students within each group to choose the best description of each stage and share the resulting set of scenarios with the class. Lead a class discussion on the concept.

TA 26a-e Theories of Human Growth, Development, and Behavior

SOCIAL STUDIES

KEY QUESTION

- What situations in each scenario are the strongest indicators of the developmental stage described?

NOTES

TA 47 ***Socialization of Preschool Children***

3) EDUCATIONAL TOUR/OBSERVATION

Have students read references concerning the socialization of preschool children. Have them identify socialization tasks young children must learn (such as acceptable behaviors and symbols of communication)) and list agents of socialization most influential in their lives. *Agents* are factors that may influence socialization. After students share the findings, arrange for them to visit a preschool setting to observe behavior illustrating socialization principles. For example, children may imitate behavior of parents or other role models, mimic speech heard on television, or cite rules to their peers. As students share their recorded observations, summarize key socialization concepts. Have students use Teaching Aid 47, ***Socialization of Preschool Children***, to record observations.

Suggestions for key socialization concepts for preschool children may include:

- form strong attachments to adults who care for them
- need caregivers to be sensitive in responding to their needs
- form social relationships with family, neighbors, playmates, and caregivers
- need to be taught to cooperate in the family group
- engage in parallel play
- need positive supervision in social situations
- need appropriate experiences based on their level of development
- need caring, consistent, and positive guidance and discipline

FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Bredekamp, Sue & Copple, Carol (Eds.), 1997. *Developmentally Appropriate Practice in Early Childhood Programs*.

PUBLICATIONS

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart*.

Texas Workforce Commission, 1997. *Texas Child Care*, "Back to Basics: Social Development," Vol. 21 (3).

Texas Workforce Commission, 1997. *Texas Child Care*, "Back to Basics: How It Feels to Be a Preschooler," Vol. 20 (4).

8B- The student is expected to describe the role of play in a preschool child's growth and development.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Have students use textbooks or library resources to gather information about the preschooler's methods of learning through everyday experiences and through play. Lead students to brainstorm examples of incidental learning, trial-and-error learning, imitation learning, and directed learning.

TAAS READING TAAS WRITING

Have students use magazines and catalogs to find pictures of children engaged in everyday activities as well as in other play activities. Have students identify the type of learning for each picture. Have students add their collection of pictures to those of other class members to make a collage or another type of visual display.

2) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on the ways dramatic play experiences encourage intellectual and language growth. Have students list "props" that would encourage preschool children to "pretend play." Divide the class into small groups, and assign the task of drawing a floor plan in a dramatic play center for a home or a child care facility. The floor plan needs to include appropriate equipment and furnishings, storage areas, and props.

TA 48 Activity Assessment

Have each group plan a dramatic play theme, learning objectives, and simple props for a play center, such as a train, an airplane, a supermarket, a restaurant, a bus, a library, a museum, a music center, a computer center, or a circus. Have each group present their play theme and a description of their plans to the class. As a follow-up activity, arrange for the students to implement their plans for the dramatic play center with groups of children in a child care setting. Teaching Aid 48, ***Activity Assessment***, may be used as a tool to evaluate each group's work.

3) LABORATORY EXPERIENCE/CLASS DISCUSSION

Have students use library resources, the Internet, textbooks, and Teaching Aid 49, ***Suggestions for Playing with Preschool Children***, to gather information about the role of play in the preschool child's growth and development. Invite several parents and their preschool children to class.

TA 49 Suggestions for Playing with Preschool Children

TAAS READING

NOTES

TA 50a-b
Play Centers for Preschool Children

TA 51a-b
Preschoolers at Play

Have students plan play centers which may include examples such as the ones found on Teaching Aids 50a-b, ***Play Centers for Preschool Children***. Have students prepare to work with and to observe the preschoolers at each play center. Allow the preschool children to select the activities, but limit the number of preschoolers at each center. Display the children's work in the classroom until the laboratory experience has ended. Have students record their observations and experiences and share with the class. Teaching Aids 51a-b, ***Preschoolers at Play***, may be used to record observations.

KEY QUESTIONS

- How does dramatic play help preschoolers learn?
- What is the role of the caregiver in encouraging optimal learning through dramatic play?
- What kinds of activities would help preschool children develop the five senses?
- Which activities enhance logical/mathematical concepts?
- How would wooden blocks compare with a battery-operated car in promoting learning?
- Which play activities improve a preschool child's fine motor skills?
- What kinds of play activities would improve the preschool child's gross motor skills?
- What is the role of play in a preschool child's growth and development?

FCCLA ACTIVITIES

- Ready, Set, Read!
- FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development.*

Chen, Jie-Qi, 1998. *Project Spectrum: Early Learning Activities.*

Sawyers, Janet K. and Rogers, Cosby S., 1990. *Helping Young Children Develop Through Play.*

PUBLICATION

Texas Workforce Commission, 1998. *Texas Child Care*, "Back to Basics: Teaching Through Learning Centers," Vol. 22 (2).

8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION/OBSERVATION

Lead students to brainstorm a list of physical skills that can be accomplished by preschool children. The following skills might be included: hopping, skipping, running, climbing, throwing, catching, and bouncing a ball.

Have students design an outdoor activity that would require preschoolers to use the skills listed. Arrange for students to observe preschoolers in a child care setting when children are engaged in outdoor activities. After the students have observed individual differences in coordination and motor skills, have them rewrite their activities to allow for individual differences and to optimize the development of the children.

KEY QUESTIONS
- How would the genders differ in these skills?
- How would a child with disabilities differ in these skills?
- What might a lack of skill in these physical activities indicate?
- What are some activities that can be planned to help children improve in each of these skills?

2) INDIVIDUAL ACTIVITY/EDUCATIONAL TOUR

Have students use Teaching Aids 52a-b, ***Little Bear Goes Shopping*** and Teaching Aids 53a-b, ***Sammy Senses***, as guidelines in developing an activity based on a children's book story. The activity should promote physical, emotional, social, or intellectual development in preschool children.

TA 52a-b
Little Bear Goes Shopping

TA 53a-b
Sammy Senses

As an individual or group activity, have the students select a story or write a story and make teaching aids, such as hand or finger puppets, that are similar to the characters in the story. Have students make and gather teaching aids that will help in the story reading or telling activity.

As a follow-up, have students visit a child care center(s) and read the story to preschool children. The activity could also be a FCCLA activity for Ready, Set, Read! The Ready, Set, Read! materials are excellent resources.

3) TEAMWORK/LABORATORY EXPERIENCE

Divide the class into small groups. Have each group design an activity or game that would require preschool children to cooperate and work

NOTES

TA 54a-b ***Humpty Dumpty Puzzle***

TA 55 ***Learn and Play!***

TA 56a-b ***Match the Shape Folder Game***

together. Have students use Teaching Aids 54a-b, ***Humpty Dumpty Puzzle***; Teaching Aid 55, ***Learn and Play!***; and Teaching Aids 56a-b, ***Match the Shape Folder Game***, as activity examples. Other examples of activities might be building giant letters with their bodies (standing together to form letters), painting a wall mural, or creating a giant paper-mache project. Have the groups select a leader to share the activities with the class. Invite parents and their preschoolers to come to class, and have students use their activities with the children.

KEY QUESTIONS

- How did the activity promote social and/or emotional development?
- How much interaction occurred among the children while they were occupied with the activity?
- How long was the attention span of the preschoolers?

TAAS WRITING

4) CLASS DISCUSSION/WRITTEN EXERCISE

Lead students to define *gifted and talented children* and discuss the implication of this phrase. Gifted and talented children show the potential for outstanding achievement in intellectual, artistic, or other creative areas. Have students list traits common to gifted and talented children.

KEY QUESTIONS

- What impact does experience have on gifted and talented children?
- How do available possibilities affect children who are gifted and talented?
- In what ways does encouragement affect children who are gifted and talented?
- How does personality development impact intelligence?
- Why is it important that society recognize and encourage the talents of gifted children?

Instruct the students to synthesize the classroom discussion into a description of the importance of providing opportunity, encouragement, and experiences for gifted and talented children. Have each student present the description in a literary composition of their choice. Examples might include a letter to parents of a gifted and talented child, a newspaper article, a newspaper letter to the editor, or journal entries from the viewpoint of the child.

FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Events: Illustrated Talk; Focus on Children
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

8D- The student is expected to determine developmentally appropriate guidance techniques for a preschool child.

NOTES

TAAS READING

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups. Assign each group one part of Chapter 8, "Effective Guidance," in the *Advanced Child Development Reference Book*, to read and prepare an oral presentation for the class. Lead a class discussion on how understanding the developmental levels of children can assist a caregiver in identifying appropriate guidance techniques. Discuss how to determine the right amount of guidance without limiting the child's need to explore and "try out" different things.

KEY QUESTIONS

- Why won't the same guidance techniques work with all children?
- What are common types of positive behavior common to preschoolers?
- Why might a child use problem behavior intentionally?
- What steps might a caregiver use to determine how to deal with problem behavior?
- What are six general guidance guidelines that caregivers should follow?
- How might a child caregiver effectively communicate with preschoolers?
- What methods can be used to encourage self-control in children?
- How might a caregiver use firm communication, extinction, and time-out to handle problem behavior?

2) PROBLEM SOLVING/CLASS DISCUSSION

Forestalling or preventing is an effective way of managing preschool children with behavior problems. Making a suggestion to change the play before difficulties start is helpful. Point out that children learn from having conflicts and settling them constructively.

Have students complete Teaching Aids 57a-c, ***Examples of Situations in Guiding Children***. Lead a class discussion on the students' responses and reasons for the responses selected as the desirable action to take in the different situations. As an enrichment strategy, have students role play their responses.

TA 57a-c
Examples of Situations in Guiding Children

KEY QUESTIONS

- Why is it important to tell children what they should do rather than what they should not do?

NOTES

KEY QUESTIONS, CONTINUED

- Why is it better for a preschooler to do something because he has received encouragement and approval rather than through a spirit of competition?
- How can a caregiver help a child who is too shy to play with other children?
- Why are some conflicts between children a necessary and even desirable thing?

TA 58 ***Guidance of Preschool Children***

3) EDUCATIONAL TOUR/OBSERVATION

Discuss with students the importance of using short, clear, positive, and meaningful sentences in a calm, steady voice when talking with and guiding preschoolers. Remind students that children model what they hear by repeating words, phrases, and the tone of voice used by their caregivers.

Arrange for students to visit a child care center, supermarket, park, or shopping mall to observe behavioral guidance techniques used by caregivers. Have students share their observations with the class, and critique the effectiveness of the guidance techniques that were used. Teaching Aid 58, ***Guidance of Preschool Children***, can be used to record observations. Have students share the observations with the class.

KEY QUESTIONS

- Which guidance technique seemed to be the most effective with the children? Why?
- Which guidance techniques will improve the child's self-image?
- Which technique would you prefer to use? Why?

RESOURCES

BOOKS

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 8.

Marion, Marian, 1998. *Guidance of Young Children* (5th ed.) New York: Merrill/Prentice-Hall.

PUBLICATIONS

Texas Department of Human Services, 1993. *Texas Child Care*, "Practical Approaches to Preschool Guidance," Vol 17 (3), 2-7.

Texas Department of Human Services, 1998. *Texas Child Care*, "Positive Discipline: Six Strategies for Guiding Behavior," Vol 22 (2), 6-11.

Child Development

Knowledge and Skills.

(9) Toddler, Preschool, and School-age Child.

The student analyzes the growth and development of the school-age child.

The student is expected to:

(A) analyze the physical, emotional, social, and intellectual development of the school-age child;

(B) analyze the role of the school environment on the growth and development of the school-age child;

(C) summarize strategies for optimizing the growth and development of school-age children, including those with special needs; and

(D) determine developmentally appropriate guidance techniques for the school-age child.

9A- The student is expected to analyze the physical, emotional, social, and intellectual development of the school-age child.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students bring to class group pictures of their elementary school classes. Pictures from magazines or catalogs and photographs from yearbooks could also be used. Have students observe the differences in the children pictured.

KEY QUESTIONS

- What is the change in height and weight of five, six, and seven-year olds as compared with preschool children? (Between the 4th and 7th birthdays, the body becomes straighter and slimmer, the abdomen flattens, shoulders widen and are more erect, chest broadens and flattens, legs lengthen and grow straighter and firmer, and balance improves.)
- What is the range in the height and weight of healthy children of the same age? (As a general rule, children double their birth length in five years. Also, differences in height and weight increase as children grow older. There is a tendency for children to be taller and heavier than their parents because of improved diet, improved health habits, enriched foods, and advances in medicine. Boys tend to be slightly taller and heavier than girls.)
- What physical activities are children of this age interested in, including those involving motor skills? (School-age children, ages five to eleven, are interested in running, jumping, riding bicycles, skipping, jumping rope, playing ball, and skating. They are also interested in playing games, such as red rover, tag, and hide and seek. Many children are also interested in activities, such as cooking and building models.)

2) GROUP ACTIVITY/CLASS DISCUSSION

Have students list the physiological needs of children (e.g., food, clothing, exercise, sleep, and shelter). Divide the class into small groups. Using textbooks or library resources, assign each group one of the questions on Teaching Aid 59, ***Physiological Needs of School-age Children***, to answer and share the findings with the class.

TA 59 ***Physiological Needs of School-age Children***

3) GUEST SPEAKER/LISTENING TEAMS

Invite a parent, elementary school teacher, principal, guidance counselor, or nurse to class. Ask the guest speaker to identify concepts school-age children develop, techniques parents and teachers use to

NOTES

encourage learning, and the role that the child's physical, emotional, and social health plays in cognitive (intellectual) development.

KEY QUESTIONS

- How does the child's age affect the ability to learn?
- What types of experiences encourage learning?
- How does the choice of toys, books, music, and materials encourage learning?
- In what ways may adults encourage a child's learning activities?
- What type of instruction is appropriate for specific school-age children?
- How do classes in music, art, or dance benefit a child?
- How does the physical, emotional, and social development of the child influence the intellectual development?

4) GROUP ACTIVITY/PROJECT

*TA 60 **Development of the School-age Child***

Have students use the Internet, textbooks, library resources, and other references to gather information about the development of the school-age child. Assign each group one of the four developmental areas: physical, emotional, social, and intellectual. Have each group make a poster depicting the assigned area or prepare a one-page information sheet. Teaching Aid 60, ***Development of the School-age Child***, can be used to provide guidelines in preparing the posters or information sheets. Have each group share the information to the class.

FCCLA ACTIVITIES

- FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

American Association of Family and Consumer Sciences, 1993. *Developmentally Appropriate Practice in School-Age Child Care Programs.*

PUBLICATIONS

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart.*

Texas Workforce Commission, 1997. Texas Child Care, "Back to Basics: How It Feels to Be a School-Age Child," Vol. 21 (1).

9B- The student is expected to analyze the role of the school environment on the growth and development of the school-age child.

1) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into small groups. Have each group use textbooks, library resources, and the Internet to gather information on the role of the school environment on the growth and development of the school-age child. Assign each group a topic, such as the following:

- The School Environment
- Physical, Emotional, and Social Changes
- The Developing Brain
- Thinking Skills
- Parental Involvement in a Child's Education

Use Teaching Aid 61, ***The Role of the School Environment,*** as a guide. Have each group prepare an oral presentation for the class. As a FCCLA project, the presentations could be given to parent-teacher organizations and other community groups.

KEY QUESTIONS

- How do the thinking skills of preschool children compare with the thinking skills of school-age children?
- What are signs of intellectual development in young people seven to twelve years of age?
- What are some ways in which teachers try to draw out a student's ability to think in abstract terms?
- How does having an awareness of how children learn help teachers develop appropriate methods of teaching?
- What do you think would be the most important interpersonal skills for a teacher who works with students who have disabilities?
- What are ways to meet the needs of children with learning disabilities and with gifted children?

2) DEBATE

Using the information gathered from the previous strategy, have students prepare a debate on "The Importance of the School Environment on the Growth and Development of the School-age Child." Students can portray the positive or negative effects of the school environment.

3) CLASS DISCUSSION/WRITTEN EXERCISE

Point out that cognitive theorists have noted that besides learning through experiences, individuals learn through modeling and observing other people without having to experience responses personally.

NOTES

TA 61 The Role of the School Environment

TAAS READING

TAAS WRITING **SOCIAL STUDIES**

NOTES

Symbolic or pictorial representations can also take the place of personal experience.

Lead a class discussion on the practice of children observing, admiring, and modeling people they know personally. Instruct each student to write about a specific person in their school environment who had a strong influence as a young school-age child. Have students describe whether the influence lasted or if the role models were replaced by others. Have student volunteers share insights about other role models when they were younger and possibly persons outside their own group who are currently influencing their goals.

KEY QUESTIONS

- What are examples of types of people children select as models for behavior?
- What are reasons children select such role models?
- Why might children measure themselves against these reference groups?
- What are descriptions of ways children may try out certain roles in advance?
- Why do sociologists refer to this process as anticipatory socialization? For example, children practice and prepare for future work and play roles by pretending to be teachers, parents, teenagers, astronauts, and other characters.

RESOURCES

BOOK

American Association of Family and Consumer Sciences, 1993. *Developmentally Appropriate Practice in School-Age Child Care Programs*.

PUBLICATIONS

Texas Workforce Commission, 1997. *Texas Child Care,* "Community Service and School-age Children: Time to Give Back," Vol. 21 (1), 28-31.

Texas Workforce Commission, 1997. *Texas Child Care,* "Social Development." Vol. 21 (3).

9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.

1) CLASS DISCUSSION

Discuss the influence of learning styles on self-esteem, growth, and development. Share the following information with students.

There are three basic types of learners: hands-on or kinesthetic learners, visual learners, and auditory learners. Most people are visual learners; they remember best when they see things. Kinesthetic learners learn best by manipulation. Auditory learners learn best by listening. A learner can be a mixture of styles, but most often one style dominates.

Additional information can be obtained from *The Cornerstone: Learning Styles and Learning Success*, available from The Curriculum Center for Family and Consumer Sciences. Ask students to identify their own style of learning, share experiences when that style was reinforced, share times when learning was difficult because information was presented through another learning style, and relate the resulting effects they felt on personal self-esteem.

KEY QUESTIONS

- What happens to the self-concept of the child who is expected to learn in a setting that does not provide activities within that child's style of learning? Why?
- What happens to that same child when the lesson is taught to the child's style of learning?
- Why do parents and teachers need to be sensitive to learning styles?
- How can parents and teachers use the learning style theory to optimize the growth and development of children?

Have students create a lesson plan for a school-age child that teaches to all three learning styles. Teaching Aids 62a-b, ***The Effects of Cola on Bones and Teeth*** and Teaching Aids 63a-b, ***Healthy Foods for Mario***, provide examples of lessons for children that teach to all three learning styles.

For a FCCLA project, have student use the lesson plans to teach school-age children. Students may use the developed plans or Teaching Aids 61 and 62a-b.

2) GROUP ACTIVITY

Divide the class into small groups. Have each group research a major learning theory to determine its application and appropriateness.

NOTES

TA 62a-b
The Effects of Cola on Bones and Teeth

TA 63a-b
Healthy Foods for Mario

FCCLA

SOCIAL STUDIES

TAAS READING

NOTES

Have students present their findings to the class giving examples of developmentally appropriate learning experiences.

KEY QUESTIONS
- How does using developmentally appropriate learning experiences influence the growth and development of school-age children?
- How does an understanding of major learning theories help parents and teachers optimize the growth and development of school-age children?

3) GUEST SPEAKER/OBSERVATION

TA 64 ***Caring for Gifted and Talented Children***

Invite an elementary school teacher or counselor to give guidelines for challenging gifted and talented children. A similar strategy could be used for students with disabilities.

KEY QUESTIONS
- What are some characteristics of gifted and talented children?
- What special abilities or talents are common for gifted children?
- How are these special talents displayed?
- What criteria or selection process is used in placing children in gifted programs?
- How can gifted students be served outside of special programs?
- What teaching methods are used with gifted children?
- How do these methods differ for teaching children with average abilities?

As a follow-up strategy, have students observe gifted and talented students in elementary classrooms. Have students compare their observations with Teaching Aid 64, ***Caring for Gifted and Talented Children***.

FCCLA

FCCLA ACTIVITIES
- Ready, Set, Read!
- STAR Event: Focus on Children

RESOURCES

PUBLICATIONS

Focus on Exceptional Children. Denver, CO: Love Publishing Company.

Parrish, L., 1999. "Teaching the Student with Special Needs." *Essentials for Home Economics Education: The Cornerstone*.

Marshall, C., 1999. "Learning Styles and Learning Success." *Essentials for Home Economics Education: The Cornerstone*.

9D- The student is expected to determine developmentally appropriate guidance techniques for the school-age child.

NOTES

TAAS READING

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use textbooks or library resources to gather information about developmentally appropriate guidance techniques for the school-age child or effective guidance, discipline, and communication strategies for use with school-age children. Have students point out behavioral limits that need to be set for school-age children to protect health, property, and rights of others.

KEY QUESTIONS

- Who decides the limits or rules for school-age children?
- Why is it important to involve children in the process of developing the rules?
- Why is it important for all children to learn to follow rules?
- What are appropriate and possible choices that parents and teachers could use to redirect inappropriate behavior?

2) DEMONSTRATION/GAMES

Lead students to brainstorm a list of games that teach cooperation and rules. Discuss with students the appropriate developmental level of children for each game.

Divide the class into small groups. Assign each group the task of learning and demonstrating a cooperation game for school-age children from six to twelve years of age. Arrange for the students to teach the cooperation games to children in a school situation.

3) CLASS DISCUSSION/SCENARIO/ROLE PLAY

Using Teaching Aid 65, ***Guidance Techniques for School-age Children***, lead a class discussion on how teachers and caregivers can use the guidelines to encourage children to develop self-control. As an enrichment activity, divide the class into small groups. Have each group write a scenario and then role play the situation for the class.

TA 65 ***Guidance Techniques for School-age Children***

KEY QUESTIONS

- What are appropriate ways to use each of the guidelines with school-age children?
- Why would the same guidance techniques not work with all school-age children?
- In what ways do physical, emotional, and intellectual development influence behavior in children?

NOTES

KEY QUESTIONS, CONTINUED

- Why should children be taught that incorrect behavior may lead to disciplinary measures?
- What is developmentally appropriate guidance for school-age children?

FCCLA ACTIVITIES

- FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATION

Texas Department of Human Services, 1994. *Texas Child Care*, "Guiding School-age Children," Vol. 18 (3), 2-8.

Child Development

Knowledge and Skills.
(10) Care and protection of children.
The student evaluates child care agencies and services available to families.

The student is expected to:

(A) identify criteria for assessing the quality of child care;

(B) compare child care options;

(C) point out characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher;

(D) determine the influences of child care on family economics;

(E) determine agencies and services that protect the rights of children;

(F) summarize various resources focusing on children;

(G) predict the impact of changing demographics and cultural diversity on the health and welfare of children; and

(H) discuss legislation and public policies affecting children.

10A- The student is expected to identify criteria for assessing the quality of child care.

NOTES

1) INDIVIDUAL ACTIVITY/TEAMWORK

Have students research the topic of child care. Have the students gather information on the number of children who experience child care outside the home in the United States. Assign some students to explore how other cultures meet the needs for child care outside the home; including highly industrialized nations (e.g., Japan, Germany), a socialized economy (e.g., Great Britain, Canada), communist societies (e.g., China, Soviet states), and developing nations (e.g., Latin America, Saudi Arabia). Lead students to analyze child care options in various societies. Point out to students that cultural geography reveals many differences in the way societies deal with the issue of quality child care.

Divide the class into small groups to investigate governmental agencies and legislation that protect and regulate child care. Compile the information by listing agencies and laws on the chalkboard or overhead projector as groups take turns contributing and briefly describing one agency or law at a time. Have students continue sharing until all input is listed. Based on the compiled list, lead students to consider the relationship of city, state, and national government to quality child care.

KEY QUESTIONS

- What is the relationship of city, state, and national government to quality child care?
- What are criteria for assessing the quality of child care?

2) CLASS DISCUSSION

Provide copies of program goals and objectives from several child care facilities. Distribute these documents among the students. Instruct them to read and analyze the program goals and objectives as outlined in the information provided by the facilities. Lead a class discussion on the importance of program goals and objectives and the need for evaluation of those goals and objectives in relation to the services provided by the facilities.

KEY QUESTIONS

- Why is it important for facilities that provide child care and services to develop program goals and objectives?
- Why should program goals and objectives be evaluated in relation to the services provided?

NOTES

KEY QUESTIONS, CONTINUED

- What can be learned from this type of evaluation?
- How are goals and objectives directed by the philosophy of the facility?

3) GROUP ACTIVITY

Provide copies of the National Association for the Education of Young Children (NAEYC) brochure, *What Are the Benefits of High Quality Early Childhood Programs?* Discuss with students the information presented in the brochure. Divide the class into pairs. Have students relate the program goals from different child care facilities to the benefits outlined in the NAEYC brochure. Bring the students together for a summation of their work. Compile the criteria for assessing quality child care into a visual display.

TA 66 ***Checklist for Quality Child Care***

4) VIDEOTAPE/CLASS DISCUSSION

Have students view a video that helps parents identify quality child care for infants and toddlers, such as, *My Kind of Place*, produced by the Minnesota Daycare Association. Lead a class discussion on the topics covered in the video. Review with students the criteria on Teaching Aid 66, ***Checklist for Quality Child Care***.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk
- Families First: Parent Practice

RESOURCES

AGENCIES AND ORGANIZATIONS

Minnesota Daycare Association
National Association for the Education of Young Children
Texas Association for the Education of Young Children
Texas Department of Protective and Regulatory Services

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 7C, "Selecting Child Care."

BROCHURES

Child Care Aware. *Quality Child Care: Making the Right Choice for You and Your Child.*

National Association for the Education of Young Children (NAEYC). *What Are the Benefits of High Quality Early Childhood Programs?*

10B- The student is expected to compare child care options.

1) GROUP ACTIVITY/INTERVIEW/VISUAL DISPLAY

Divide the class into small groups. Assign each group a different type of child care. Child care options may include those listed on Teaching Aid 67, ***Types of Child Care Services***. Have students research characteristics of the assigned child care option and interview a director working in that type of setting. Have students prepare a chart comparing the characteristics of different types of child care. Use the chart as a visual display for the classroom.

NOTES

TA 67 Types of Child Care Services

TAAS READING

KEY INTERVIEW QUESTIONS

- What is the emotional and social climate in the child care setting?
- What is the general attitude of caregivers toward children?
- What are planned activities that meet the needs of all children in the center?
- What are the considerations for the health and safety of the children as well as the caregivers?
- How would you describe the administration of the child care setting?
- What is the philosophy of the center about quality child care?
- How are parents or guardians involved in the child care facility?

2) CLASS DISCUSSION/VISUAL DISPLAY

Have students identify types of child care settings located in the area in which they live. Use an appropriate map to make a wall display. Have students use map pins to indicate the locations of each care setting.

KEY QUESTIONS

- What types of child care settings are available for children?
- Are the care settings clustered in certain areas? Why?
- What populations are they serving?
- Which areas seem to need care provider services?

3) SURVEY

Survey parents in the community to determine types of child care used and the reasons that child care is needed. Have students compile the data and share the findings with the class. Lead students to compare child care options offered in the community.

NOTES

KEY QUESTIONS

- Why is child care needed by many parents in the community?
- What type of child care is the most frequently used in the community?
- How is the need for child care similar or different from child care needs twenty-five years ago?
- Why should parents be concerned about child care options?
- What are the benefits of quality child care options for parents? for children?

4) VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape, such as *Selecting Child Care: The Right Choice*, available from The Curriculum Center for Family and Consumer Sciences. Have students compare the various child care options.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children
Texas Association for the Education of Young Children
Texas Department of Protective and Regulatory Services

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 7C, "Selecting Child Care."

BROCHURE

National Association for the Education of Young Children (NAEYC). *What Are the Benefits of High Quality Early Childhood Programs?*

VIDEOTAPE

Selecting Child Care: The Right Choice, available from The Curriculum Center for Family and Consumer Sciences.

10C- The student is expected to point out characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Provide copies of mission statements, program goals, and objectives from several different child care facilities. Distribute these documents among the students and instruct them to read the program goals and objectives.

TAAS READING

KEY QUESTIONS

- Why is it important for facilities that provide child care services to develop program goals and objectives?
- Why should program goals and objectives be evaluated in relation to the services provided?
- What could be learned from this type of evaluation?
- How are goals and objectives directed by the philosophy of the facility?
- What are characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher?
- Why is it important for parents/guardians to consider the philosophy of the caregiver serving as teacher and the mission statement, program goals, and objectives of a child care facility prior to selecting child care?

2) EDUCATIONAL TOUR/OBSERVATION

Arrange for an educational tour to a child care center(s). Have students observe the teaching strategies of caregivers working with children of various ages. Have students use Teaching Aid 68, ***Observing Teaching Strategies of Caregivers***, to record observations. Lead a class discussion summarizing the effective teaching strategies of caregivers the students observed.

TA 68 ***Observing Teaching Strategies of Caregivers***

KEY QUESTIONS

- What is the child care center's philosophy concerning child care?
- What facilities are available?
- How many children are enrolled?
- What are the ages represented?
- What developmentally appropriate activities did you observe?
- What is the general emotional and social climate?
- What child and caregiver behaviors did you observe?

NOTES

FCCLA ACTIVITIES

- STAR Events: Focus on Children; Illustrated Talk

RESOURCES

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children

Texas Department of Protective and Regulatory Services

PERIODICALS

Texas Child Care, available from the Texas Workforce Commission.

Young Children, available from the National Association for the Education of Young Children (NAEYC).

10D- The student is expected to determine the influences of child care on family economics.

NOTES

1) GROUP ACTIVITY

TAAS MATH

Review with students the types of child care services available to families. Discuss with students that the average family spends approximately 11% of their income on child care. Have student volunteers survey various costs of child care facilities in the community. Using the information from the students, compile a master list of facilities and costs of child care provided.

Divide the class into small groups. Assign each group to write a description of one type of family on an index card, including such information as family structure, family income, breakdown of family spending, and child care requirements. Have groups exchange cards and create a budget described on their card, selecting child care from the list of child care options developed by the class. Ask each group to present their resulting budgets and defend their choice of child care.

2) CLASS DISCUSSION

TAAS MATH

Using a list of child care facilities in the community, have students analyze the costs of each child care option. Lead a class discussion on the reasons the costs of different child care options vary.

KEY QUESTIONS
- What is the child/staff ratio for each option?
- What is the educational background of the staff?
- What arrangements are made for a child who is ill?
- What types of nutritious meals and snacks are served?
- What is the program for children's activities?
- What provisions are made for the safety of the children?
- What sanitation procedures are followed?
- What is the general attitude toward the children?
- What is the reputation of honesty and integrity?
- How is the child care option licensed and accredited?
- How does the cost of child care affect quality of child care?

3) CLASS DISCUSSION

TA 69 Costs of a Dual-Career Family

TAAS MATH

Lead students to discuss whether it is more economical for a dual-income family to place their children in child care or for one parent to stay at home with the children until the children reach school age. Have students calculate expenses using Teaching Aid 69, ***Costs of a Dual-Career Family***.

KEY QUESTIONS

- How did the parent's income influence the decision?
- If the cost and income were comparable, what other factors might be considered from the children's standpoint? from the parent's standpoint?

4) GUEST SPEAKER/LISTENING TEAMS

Invite a Child Care Management Services (CCMS) case worker or a representative from the Texas Department of Protective and Regulatory Services to speak to the class on alternative ways to pay for quality child care. Have students write a reaction paper based on the presentation.

RESOURCES

AGENCIES AND ORGANIZATIONS

Child Care Management Services

National Information Network on Child Care

Texas Department of Protective and Regulatory Services

Texas Workforce Commission

Texas Work and Family Clearinghouse

10E- The student is expected to determine agencies and services that protect the rights of children.

NOTES

1) RESEARCH/WRITTEN EXERCISE/ORAL PRESENTATION

Have students contact the nearest Texas Department of Protective and Regulatory Services to gather information on the types of settings and licensing regulations for child care facilities. These documents would include various publications, such as the Minimum Standards and Guidelines for Day Care Centers, Minimum Standards for Kindergartens and Nursery Schools, the Minimum Standards for Family Home Care, and the Minimum Standards for Group Daycare Homes.

Divide the class into small groups. Assign each group a part of the material to review. Have student groups interpret the information about the types of settings and regulations for child care facilities and write a summary of the assigned material. Each group should make an oral presentation of the reviewed information to the class.

SOCIAL STUDIES

TAAS READING

TAAS WRITING

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Using the information gathered from the first strategy, as well as textbooks and other resources, have students organize the information to a chart format. Use Teaching Aid 70, ***Child Care Standards***, as a worksheet. Have students organize information by identifying the type of child care service, the Texas licensing minimum standards required, and a detailed description of each setting.

*TA 70 **Child Care Standards***

TAAS READING

SOCIAL STUDIES

TAAS WRITING

KEY QUESTIONS

- How do the licensing regulations affect each of the facilities?
- What are the similarities in the licensing standards?
- What are the differences in the licensing standards?
- Why are there different standards for the various types of child care facilities?
- In your opinion, are the standards too strict or too lenient? Why?

3) BRAINSTORMING

Lead students to brainstorm a list of other agencies and services that protect the rights of children. Some examples may include Texas Department of Protective and Regulatory Services, Texas Department of Health, Children's Defense Fund, Texas Department of Human Services, Hogg Foundation, and Children's Trust Fund of Texas. Discuss with students the role that each agency has in protecting the rights of children.

SOCIAL STUDIES

NOTES

KEY QUESTIONS

- What persons or institutions in society have responsibility for protecting the rights of children?
- To what extent are parents responsible for protecting the rights of their own children?
- When parents fail to exercise this responsibility, what are possible consequences?

TAAS READING

TAAS WRITING

SOCIAL STUDIES

4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Through library and Internet research, have students develop a list of the kinds of laws protecting children.. Group the laws according to the kind of protection that they provide. Have the students write an opinion paper using the key questions as a guide.

KEY QUESTIONS

- How have laws improved the welfare of children?
- How do the laws related to child care protect children? parents?
- What are current laws governing how and when suspected child abuse is to be reported?
- Are the laws adequate to protect the health, safety, and welfare of children? Why or why not?
- What are some revisions in existing child protection laws that you would suggest to protect the welfare of children?

RESOURCES

AGENCIES AND ORGANIZATIONS

Children's Defense Fund

Children's Trust Fund of Texas

Hogg Foundation for Mental Health

Texas Department of Health

Texas Department of Human Services

Texas Department of Protective and Regulatory Services

U.S. Department of Health and Human Services

10F- The student is expected to summarize various resources focusing on children.

1) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Using textbooks, library resources, the Internet, and other references, have each group identify agencies and organizations in the community, state, and nation that focus on children. The focuses might include child care, child welfare, health, and education. Resources, such as the telephone directory and community services directory, may be used to find out how to get in contact with the agency/organization and to find out the services that are offered. Community resources offering services might include school parenting programs, Cooperative Extension Service, PTA, churches, clinics, law enforcement agencies, public libraries, WIC program, food bank, educational television, health department, and numerous others. Teaching Aid 71, ***Children: Their Primary Concern***, can be used as a worksheet in gathering information. Have representatives from each group compile the findings and develop a visual display for the classroom.

As a FCCLA project, have students compile the information about resources into a pamphlet to be distributed in the community. The strategy could also be used as a STAR Event: Focus on Children presentation.

NOTES

TA 71 Children: Their Primary Concern

SOCIAL STUDIES

FCCLA

2) INTERNET/WRITTEN EXERCISE

Have students conduct Internet searches on agencies and organizations, such as the ones listed on Teaching Aid 72, ***Web Sites — Resources Focusing on Children***. Have students write a summary on the mission of each agency and organization. Have students share their findings.

TA 72 Web Sites — Resources Focusing on Children

TAAS READING

TAAS WRITING

KEY QUESTION

- How can an understanding of these resources benefit parents, children, and families?

3) INDIVIDUAL ACTIVITY/RESEARCH

Have students collect advertisements from local or regional newspapers, brochures, and magazines about support systems and services for children available to families in the community and region. The support systems and services might include WIC, ADC, food stamps, subsidized housing, community crime watch, home improvement cooperatives, child care vouchers, tax and welfare benefits, hospice, sheltered workshops, literacy training, child care cooperatives, Head

SOCIAL STUDIES

TAAS READING

NOTES

Start programs, church programs, and others. Have students research the eligibility features and limitations of these types of support systems and services for families with children.

TAAS WRITING

4) GUEST SPEAKER/WRITTEN EXERCISE

Invite a community resource person such as a social worker, minister, or school nurse to discuss the various resources in the community that focus on children. Have the guest speaker discuss financial, educational, recreational, healthy, safety, legal, food, housing, child care, and other support systems available for families and their children. Have the students write a summary of the presentation. Ask student volunteers to share their responses.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Department of Health

Texas Department of Human Services

Texas Information and Referral Network

10G- The student is expected to predict the impact of changing demographics and cultural diversity on the health and welfare of children.

NOTES

SOCIAL STUDIES

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Emphasize to students that the federal government collects data on children through many different agencies. These agencies regularly report on various aspects of children's well-being, health and health care, educational achievement, economic status, family structure, and other factors. Have students gather information from federal agencies, such as:

- U.S. Department of Agriculture
- U.S. Department of Education
- U.S. Department of Health and Human Services
- U.S. Department of Justice
- U.S. Department of Labor

Use resources available from the library, the Internet, textbooks, and other references to gather information. Have students write a reaction paper and share their findings with the class. If applicable, encourage students to include predictions or projections that the agencies may indicate.

2) GROUP ACTIVITY/ORAL PRESENTATION

SOCIAL STUDIES

Divide the class into small groups. Assign each group one of the following organizations that focuses on the health and welfare of children:

• Bread for the World	*www.bread.org*
• Child Trends	*www.childtrends.org*
• Child Welfare League of America	*www.cwla.org*
• Children's Defense Fund	*www.childrensdefense.org*
• Families USA	*www.familiesusa.org*
• Food Research and Action Center	*www.frac.org*
• Kids Count	*www.aefc.org/aeckids.htm*
• Stand for Children	*www.stand.org*

Have each group search the Internet or other resources to examine the purpose and mission of each organization. Based on the information found about the organizations, answer the key questions. Have each group prepare an oral presentation and share the information with the class.

KEY QUESTIONS
- Who sponsors the organization?
- How is the organization funded?
- What is the purpose and mission of the organization?

NOTES

KEY QUESTIONS, CONTINUED

- What impact has changing demographics had on the health and welfare of children?
- What impact has cultural diversity had on the health and welfare of children?
- What predictions are made about the impact of changing demographics and cultural diversity on the health and welfare of children in the future?

3) GUEST SPEAKER

Invite a representative from a local, state, or federal organization or agency that focuses on the health and welfare of children. Have the speaker address the impact of changing demographics and cultural diversity.

4) INTERNET/RESEARCH

TAAS READING

Have students use the Internet or library resources to locate information from the U.S. Census Bureau on changing social and demographic characteristics about the United States as well as worldwide. The U.S. Census Bureau Web site *(www.census.gov)* displays a population clock that automatically changes as new births and deaths occur. The information provided, as well as the uniqueness of the population clock, serves as a springboard in discussing how these factors impact the health and welfare of children.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Department of Health

United States Census Bureau

PRESENTATION

Future Populations, presentation by Peter Bishop at the 1998 State Professional Conference for Home Economics Teachers.

10H- The student is expected to discuss legislation and public policies affecting children.

NOTES

SOCIAL STUDIES

TAAS READING

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use textbooks, library resources, and the Internet to gather information on legislation and public policies affecting children. Have students compile the information and make a visual display for the class of the primary legislation and public policies. Lead a class discussion on ways that legislation affects children.

KEY QUESTIONS

- What are ways that children may be exploited?
- How has legislation improved the welfare of children?
- How do laws related to child care affect children? parents?
- How does legislation related to abuse affect children?
- What current legislation is being introduced to protect the health, safety, and welfare of children?
- How can the average person become informed about legislation and public policies affecting children?

TAAS WRITING

2) BRAINSTORMING/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Lead students to brainstorm ways in which individuals can be advocates for children. Make a visual display of the ideas presented. Have students use the information from strategy 2 in TEKS 10G about various agencies and organizations that advocate for children and the previous strategy that focuses on legislation. Assuming that children's rights need additional protection, have students propose revisions in existing and proposed legislation, explain how these proposals would protect the welfare of children. Have students select one issue and write an opinion paper, including facts and statistics to support views.

SOCIAL STUDIES

TAAS READING

3) INTERNET ACTIVITY

Have students gather information on legislation and public policies affecting children at the U.S. Department of Justice Web site, *www.usdoj.gov/kidspage/*. The Web site is designed specifically for children and youth. Have student volunteers share their findings with the class.

NOTES

FCCLA ACTIVITIES

- Families First
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Children's Defense Fund
www.childrensdefense.org

U.S. Department of Justice
www.usdoj.gov/kidspage/

Child Development

Knowledge and Skills.

(11) Care and protection of children.

The student describes the impact of child abuse on children and families.

The student is expected to:

(A) analyze forms, causes, and effects of child abuse;

(B) summarize prevention and treatment of child abuse; and

(C) discuss responsibilities of citizens to report child abuse.

11A- The student is expected to analyze forms, causes, and effects of child abuse.

NOTES

NOTE: Special caution should be taken when teaching concepts regarding child abuse. Teachers should be especially sensitive to the perspectives of their students and follow local district policies pertaining to content which may be sensitive in nature.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students research the forms, causes, and effects of child abuse. Using library resources, the Internet, and textbooks, such as the information in Chapter 10, "Child Abuse," of the *Advanced Child Development Reference Book,* available from The Curriculum Center for Family and Consumer Sciences. Instruct students to write the answers to the following key questions. Lead students to share and discuss their written responses with the class.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- What is the definition of child abuse?
- What is child neglect?
- What are the types of abuse and neglect according to the Texas Family Code?
- What are typical characteristics of people who abuse children?
- What are the psychological, physiological, intellectual, and social effects of abuse on children?
- How does child abuse affect families? society?
- What is the responsibility of citizens to report child abuse?
- What is the penalty for failure to report child abuse?
- What are suggestions for prevention and treatment of child abuse?

2) GROUP ACTIVITY

Divide the class into small groups. Provide each group with Teaching Aid 20, ***Maslow's Hierarchy of Needs*** and Teaching Aids 26a-e, ***Theories of Human Growth, Development, and Behavior***. Lead students to review Maslow's theory. Have groups refer to the forms of child abuse described in the first strategy. Ask each group to identify form(s) of child abuse that would prevent a child's needs being met at each of the levels depicted and write the form of abuse at the appropriate level on the copy of Teaching Aid 20, ***Maslow's Hierarchy of Needs***. For example, physical neglect would prevent a child's having basic physiological needs met. Have students share and compare their classifications with other groups.

TA 20 Maslow's Hierarchy of Needs

TA 26a-e Theories of Human Growth, Development, and Behavior

NOTES

KEY QUESTIONS
- How would you describe a hierarchy of child abuse?
- Is one form of child abuse worse than another? Why or why not?

3) PANEL DISCUSSION

Invite a group of individuals to serve on a panel to discuss the forms, causes, and effects of child abuse. Suggested panel members might include: a law enforcement officer, nurse, physician, director of a children or women's protective shelter, social worker, psychologists, child care center director, or child advocate. Have students write questions they have about child abuse on cards, and give the cards to the panel members in advance of the presentation.

KEY QUESTIONS
- What are the forms of child abuse?
- What signs depict each type of abuse?
- Why do some adults abuse children?
- What effects may abuse have on the child?
- How can adults learn to overcome abusive behavior?
- What are the different resources for individuals and families who experience abuse?
- What are facts and statistics about child abuse in this community?
- What can be done to minimize child abuse in this community? state? nation?

RESOURCES

BOOK

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book*, Chapter 10.

WEB SITES

Children's Trust Fund of Texas
www.ctf.state.tx.us

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations
www.ncfr.org

Texas Department of Protective and Regulatory Services
www.tdprs.state.tx.us

11B- The student is expected to summarize prevention and treatment of child abuse.

NOTES

1) BRAINSTORMING/GROUP ACTIVITY

Have students brainstorm stressful parenting situations that may lead to child abuse. Lead a class discussion on the relation of parental stress to child abuse. For example, point out that some parents may be under stress because they may have children who are difficult to care for (such as premature infants and children with special needs). Other parents who are under financial stress or job related stress may abuse their children.

Divide the class into groups to assess the role of parenting education and support in preventing abusive behavior in stressful situations. Ask each group to summarize key points of their discussion and report them to the class.

KEY QUESTIONS

- How might parenting education help relieve stress or teach a parent to cope with stress?
- Why would a parent with a disabled or premature child need emotional support?
- What are ways that parents can obtain emotional support?
- What are programs and treatment services available to family members to help prevent and stop abuse?

2) BRAINSTORMING/INDIVIDUAL ACTIVITY/FCCLA

Lead the class to brainstorm actions that the community or state could take to prevent and treat child abuse. Make a visual display of the ideas for the classroom. Have students write community or state action on the top of a piece of paper. Then, instruct students to draw a line down the center of the paper. On the left-hand side of the paper, have students list the real or perceived barriers that are keeping the action from being taken. On the right-hand side of the paper, have students list steps that could be taken to remove or reduce each barrier. On the back of the paper, have students describe a plan of action for removing the barriers. As a class, compare the different approaches. As a FCCLA project, have students select and implement one of the community or state actions to prevent and/or to treat child abuse.

3) INDIVIDUAL ACTIVITY/INTERNET

Have students use the Internet to investigate the last five years of child abuse cases in the county and/or state. Categorize the cases by type of abuse, the gender, and age of the child. Use the readings from TEKS

NOTES

11A to lead a class discussion on the trends and prevention of child abuse.

KEY QUESTIONS
- What trends have been established in the child abuse cases?
- Have child abuse cases increased or decreased in the past five years?
- What predictions can be made for the next five years?
- What is the role of the National Committee for Prevention of Child Abuse?
- What are suggestions for the prevention and treatment of child abuse?

4) AUDIOTAPE/VIDEOTAPE

Play an audiotape with a baby crying for several minutes. Lead the students in a class discussion about *shaken baby syndrome*. The number one reason why a baby is shaken is because of inconsolable crying. Shaking a baby or child can cause severe consequences, such as blindness, brain damage, and even death. Several agencies and organizations offer valuable teaching materials. Have the students view a video, such as *Shaken Angels,* available from the Shaken Baby Alliance or *Protecting Children from Abuse*, available from The Curriculum Center for Family and Consumer Sciences. As an alternate strategy, have the students do an Internet search on shaken baby syndrome. Discuss with students what is being done to educate the public about this serious form of child abuse.

RESOURCES

AGENCIES AND ORGANIZATIONS
National Committee for Prevention of Child Abuse
Texas Department of Protective and Regulatory Services
Child Abuse Prevention Kit (available annually)

VIDEOTAPES
Shaken Angels, available from the Shaken Baby Alliance.
Protecting Children from Abuse, available from The Curriculum Center for Family and Consumer Sciences.

WEB SITES
National Information, Support, and Referral Services on Shaken Baby Syndrome
www.capcenter.org/physical.htm
Shaken Baby Alliance
www.shakenbaby.com

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11C- The student is expected to discuss responsibilities of citizens to report child abuse.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use information from readings in TEKS 11A to gather information concerning laws requiring citizens to report child abuse. Lead a class discussion on the responsibilities of citizens to report child abuse.

KEY QUESTIONS

- In Texas, to whom is a report concerning suspected child abuse reported?
- How important are the laws concerning child abuse laws to the health, safety, and welfare of children?
- What therapy programs are available for the child abusers?
- Why does child abuse often go unreported?
- Why do abused children accept the abuse?
- How can the cycle of child abuse be broken?

2) GROUP ACTIVITY/PROJECT/FCCLA

Divide the class into small groups. Assign each group the task of writing a Public Service Announcement (PSA) about the responsibilities of citizens to report child abuse. The PSA should be no more than 30 seconds in length and include the child abuse hotline telephone number, (1-800-252-5400).

As a FCCLA project, have students record the PSAs for school announcements or local radio stations. The Child Abuse Prevention Packet available from the Texas Department of Protective and Regulatory Services is an excellent tool in providing statistics. For example, every 11 seconds a child is reported abused or neglected in the United States.

FCCLA

3) SCENARIO/GROUP ACTIVITY

Divide the class into small groups. Assign each group one of the scenarios on Teaching Aid 73, ***Suspected Child Abuse Scenarios***. Have students discuss the situation and answer the questions about the scenario. Have each group select a leader to summarize the group's discussion for the class.

TA 73 ***Suspected Child Abuse Scenarios***

NOTES

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children
- STOP the Violence
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Committee for Prevention of Child Abuse

Texas Department of Protective and Regulatory Services

PUBLICATION

Child Abuse Prevention Kit, available annually from Texas Department of Protective and Regulatory Services.

BOOK

Pelzer, David J., 1995. *A Child Called It: One's Child's Courage to Survive*.

Child Development

Knowledge and Skills.
(12) Care and protection of children.

The student analyzes practices that promote the health and wellness of children.

The student is expected to:

(A) describe factors essential to the health and safety of children;

(B) explain the impact of appropriate health care on the well-being of children;

(C) suggest techniques for promoting healthy dietary practices in children of various ages; and

(D) describe practices that promote the safety of children at various developmental levels.

12A- The student is expected to describe factors essential to the health and safety of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Provide students with various articles or stories from magazines, newspapers, or journals about some aspect of children's health and safety needs. The articles may focus on health issues, such as rest, nutrition, exercise, sanitation, contagious disease, immunizations, and professional medical care. Safety issues might include such things as burns, flame retardant clothing, passenger safety, safe toys, and playground safety. Assign each student one of the articles or stories, and have students write a reaction paper to the assigned reading. Have students share their responses with the class.

2) RESEARCH/CLASS DISCUSSION/VISUAL ACTIVITY

Have students use textbooks, the Internet, and library resources to gather information concerning factors essential to the health of children. Make a visual display of essential health-related factors for the classroom. Display transparencies of Teaching Aids 74a-c, ***Diseases that Threaten Children*** and Teaching Aids 75a-b, ***Minimum Vaccine Requirements in Texas***, to assist with a class discussion of the diseases that threaten children and the immunizations necessary for children's health.

TA 74a-c ***Diseases that Threaten Children***

TA 75a-b ***Minimum Immunization Requirements in Texas***

KEY QUESTIONS

- In what ways can a caregiver help control the spread of contagious diseases?
- What hygiene practices should be incorporated into a child's daily routine?
- What policies and procedures should be implemented in schools and child care facilities in regard to communicable diseases?
- What are factors essential to the health of children?

3) CLASS DISCUSSION/GROUP ACTIVITY

Lead students to discuss the various types of disease transmission (i.e., direct contact, indirect contact, airborne transfer, vector transfer). Divide the class into four groups. Provide each group with markers and a poster or newsprint titled with one of the forms of disease transmission. Assign each group the task of listing as many examples as possible of the assigned form of disease transmission.

TA 76 ***How Communicable Diseases Spread***

NOTES

Display a transparency of Teaching Aid 76, ***How Communicable Diseases Spread***, or use as a handout to assist the students in preparing the list. Have each group report to the class. Lead a class discussion on ways to avoid the transmission of communicable diseases including procedures for universal precautions when handling human body fluids.

KEY QUESTIONS

- What are some ways individuals can control whether or not they transmit or contract communicable diseases?
- How can one person's health decisions affect the health of other people?

4) CLASS DISCUSSION/GROUP ACTIVITY/VISUAL DISPLAY

Lead a class discussion on ways in which caregivers can promote the safety of children. Have students use textbooks, Red Cross manuals, and the Internet to gather information about promoting the safety of children and handling emergency situations. Divide the class into small groups. Have each group make a poster or some type of visual about guidelines for safety and for handling emergencies. The poster needs to appeal to parents and caregivers of children. The posters could contain information about first aid, such as animal and insect bites, bleeding, bumps and bruises, burns, choking, convulsions, fainting, poisoning, shock, and splinters.

As a FCCLA project, the students could display the posters in various places in the community. Students could also host a workshop on first aid and Cardiopulmonary Resuscitation (CPR).

KEY QUESTIONS

- What types of accidents do children normally have?
- How could these accidents be prevented?
- Why should caregivers be concerned with child safety?
- What are some factors essential to the safety of children?

12B- The student is expected to explain the impact of appropriate health care on the well-being of children.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) GROUP ACTIVITY

Have students gather information from Teaching Aid 77, ***Principles of Health and Disease***, about types of microorganisms which cause infectious disease. Divide the class into small groups. Have each group divide a sheet of paper into two columns, and in the first column list ways that harmful microorganisms can enter the body; in the second column list hygiene habits which children can be taught to prevent the entrance of microorganisms through these methods. For example:

- Airborne (breathed in) — Cover mouth when coughing or sneezing; use tissues and throw them away in a trash can.
- Orally (through food and drink) — Wash hands before eating. Do not share a cup or eating utensil with someone else.
- Cuts and breaks in skin — Always wash a cut or scratch, and apply an antiseptic.
- Insect bites — Try to avoid insects, and use insect repellent. Keep the area around bites clean, and treat as necessary to avoid infection.

As groups share their results, lead them to relate the importance of good hygiene to prevention of disease, and note ways that poor hygiene can affect children.

NOTES

*TA 77 **Principles of Health and Disease***

KEY QUESTIONS

- What physical conditions can result from poor hygiene habits?
- What are ways that these conditions can be prevented?
- How could the resulting condition due to lack of hygiene be considered a symptom of child abuse?
- How can children be taught hygiene principles such as those suggested by each group?

2) CLASS DISCUSSION

Appropriate health care for children can help lay the foundation for health throughout life. Discuss with students the importance of regular medical care, checkups, dental care, and immunizations.

Have students write a children's book or story about some aspect of appropriate health care that impacts the well-being of children, such as the importance and mechanics of washing hands, brushing teeth,

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or getting a medical checkup. Ask each student to identify the age group of children targeted as the audience, and encourage students to relay concepts they have learned through their observations. Have students draw pictures or use photos from magazines to illustrate the story. Have students share their books or stories with the class. As an enrichment activity, students could share the book or stories with children in some type of setting.

3) GROUP ACTIVITY

Lead a class discussion on the importance of health education for young children. Divide the class into small groups. Have each group devise ways to include health information for children in the following situations:

- Dramatic play (hospital props)
- Group time (stories about doctors or being sick)
- Play (exercises, outdoor games)
- Quiet area (puzzles or books on health)
- Science (stethoscope activity)
- Snack time (children help make nutritious snacks)

Assign each group one of the situations to develop into a teaching plan including the props needed for the activity. Have groups role play the teaching plans for the class. As an alternative activity, have students implement the teaching plans while working with small children during a child care or elementary classroom laboratory.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Academy of Pediatrics

American Dental Association

Texas Department of Health

12C- The student is expected to suggest techniques for promoting healthy dietary practices in children of various ages.

Many of the strategies for this TEKS are Laboratory Experiences. If children are not available for some of the strategies, have small groups of students role play or demonstrate the activity for the class.

NOTES

1) LABORATORY EXPERIENCE

Distribute copies of Teaching Aid 78, ***Food Guide Pyramid for Young Children***. The newly developed guide makes it easier to plan and prepare nutritious meals and snacks for children. Have students study the guide and compare it with the traditional one featured on Teaching Aid 79, ***Food Guide Pyramid***. Have students measure the appropriate serving sizes and recommended servings for each of the food groups. Teaching Aid 80, ***Food Portions for Young Children***, can be used to provide guidelines for serving sizes. Compare the serving sizes recommended both for children and for youth and adults.

*TA 78 **Food Guide Pyramid for Young Children***

*TA 79 **Food Guide Pyramid***

*TA 80 **Food Portions for Young Children***

As an enrichment strategy, have students plan nutritious snacks and meals appropriate for children at different ages.

2) LABORATORY EXPERIENCE

Have students use Teaching Aid 81, ***Easy Foods for Children to Make***, to teach four and five-year-old children about healthy dietary practices. Have students discuss safety rules to use when preparing foods. Safety rules might include:

- Wash hands before handling any food item.
- Wash fresh fruits and vegetables before eating or using them in recipes.
- Use ovens and cooktops only when supervised by an adult.
- Sharp knives should be used by adults only.

*TA 81 **Easy Foods for Children to Make***

Have students help the children prepare one of the suggested nutritious snacks from the Teaching Aid. Have students explain to the children that each of the recipes would make nutritious breakfast foods. Discuss the importance of eating a healthy breakfast each day. Have students supervise and reinforce safety rules as children work.

3) LABORATORY EXPERIENCE

Have students use pictures of nutritious foods as a technique to three and four-year-old children about nutritious daily food choices. Have students show pictures of food from each of the food groups. Have students designate an area on the floor or table for a "Good for You

*TA 82 **Good for You Lake***

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Lake." Using Teaching Aid 82, ***Good for You Lake***, have students make fishing poles by tying a piece of string to a pole and a magnet to the end of each string. Attach a paper clip to each food picture, and place the food pictures in the Good for You Lake. (Construction of the fishing poles and food pictures may be done prior to the activity.)

Have students instruct the children to take turns fishing for nutritious foods and to identify and describe the good for you food he or she caught in the "Good for You Lake." As an enrichment activity, have students display the Teaching Aid 82, ***Good for You Lake***, as a poster, and tell the children to use their fingers to follow the fishing lines to see who caught each nutritious food.

TA 83 ***Nutritious Snack Ideas***

4) LABORATORY EXPERIENCE

Have students use pictures of nutritious foods to teach five-year-old children the importance of eating a healthy lunch each day. Have students pair up the children. One child lies down on butcher paper, and the partner outlines his or her body. The students may need to assist with this step.

Students need to arrange a food service line with pictures of food placed in an order similar to a cafeteria serving line. Provide paper plates for the children to go through the serving line and choose picture foods of fruits, vegetables, breads, milk, and meats for a nutritious lunch.

Have students instruct the children to glue the foods to their body outline. Have students discuss wise food choices for health and wellness.

As a follow-up strategy, have students demonstrate one or more of the foods featured on Teaching Aid 83, ***Nutritious Snack Ideas***, to the children. Have students assist the children in making one of the fruity snacks.

TA 84 ***Bone Builders***

5) LABORATORY EXPERIENCE

Have students use Teaching Aid 84, ***Bone Builders***, to teach six and seven-year-old children the importance of foods high in calcium in the diet. Have students explain to the children that foods high in calcium are important to help the body, especially teeth and bones, to grow healthy and strong.

Have students distribute the Teaching Aid 84, ***Bone Builders***, to the children and give the following instructions:

- Choose five favorite high-calcium foods from the bones on the worksheet.

12C Continued-

- Glue a Happy Body on another sheet of paper with the five chosen bones. Use one bone for the body, two bones for the arms, and two bones for the legs.
- Draw a happy face for the head.

The students should encourage the children to show their bone pictures to the group and give the names of high calcium foods.

KEY QUESTION

- How does this technique promote healthy dietary practices in children?

NOTES

6) LABORATORY EXPERIENCE

Have students use the analogy of a car to a human body to teach seven and eight-year-old children about nutritious foods that will help the body work better. Have students discuss the following analogy:

If a poor grade of gasoline or fuel is used in a car, the car may sputter, cough, or die. When a good grade of gasoline is used, the car should run better. Our bodies are like cars because they need a good quality fuel (nutritious food) in order to maintain high levels of energy.

Sometimes when a car stops, it has run out of gas. We may run out of energy and feel tired when we do not eat enough food or the right kinds of food. Nutritious foods give us energy.

A car uses water to cool the engine. If it does not have enough water, the car will overheat. The human body must also have plenty of water in order to work its best.

Using Teaching Aid 85, ***My Body: A Car***, have students encourage children to list nutritious foods that will help their bodies work better.

TA 85 My Body: A Car

7) LABORATORY EXPERIENCE

Using Teaching Aid 86, ***Jumping Jiminy and Grumpy Gus***, have students construct puppets. Have students a attach a craft stick to the side of each puppet head to manipulate the jumping or the tired actions. Have students use the puppets to teach preschool children the importance of eating breakfast.

TA 86 ***Jumping Jiminy and Grumpy Gus***

NOTES

Jumping Jiminy is energetic, excited, happy, wide awake, and strong because he ate a nutritious breakfast this morning. Have students discuss how a person feels during the morning when he or she eats breakfast.

Grumpy Gus is tired, unhappy, grouchy, and weak from hunger because he did not eat breakfast. Have students discuss how a person feels during the morning when he or she does not eat breakfast.

Have students ask the children to share with the group some favorite foods they like to eat for breakfast. Ask the children what they ate for breakfast today.

Have students conclude the teaching strategy with the following group jingle: Eating a nutritious breakfast makes me grow, gives me energy, and keeps me healthy.

FCCLA ACTIVITIES

- Student Body
- STAR Events: Focus on Children; Illustrated Talk
- Families First: Parent Practice
- Ready, Set, Read!
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATION

Texas Workforce Commission, 1999. *Texas Child Care*, "Food Guide Pyramid for Young Children from 2 to 6 Years Old." Vol. 23 (2), 10-16.

WEB SITES

American Dietetic Association
www.eatright.org

Kids Doctor
www.kidsdoctor.com

Nutrition for Children
www.nutritionforkids.com

United States Department of Agriculture
www.nal.usda.gov

12D- The student is expected to describe practices that promote the safety of children at various developmental levels.

1) INDIVIDUAL ACTIVITY

Have students use Teaching Aids 87a-b, ***Safety for Children at Different Levels of Development***, to gather information on practices that promote the safety of children at various developmental levels. Using the information, instruct students to design and create safety posters for preschool and school-age children. The posters should use no words but should graphically warn children about potential hazards. Have students share their posters, and display them in the classroom.

As a FCCLA project, students could display the posters in child care centers and elementary schools. Students could also talk to the children about following the safety rules.

2) GUEST SPEAKER

Invite a fire department representative to speak to the class on fire prevention, smoke alarms, and fire extinguishing. Ask the speaker to explain why different types of fire extinguishers are used on different types of fires. Have students ask questions and develop a chart showing the most common types of fires, methods for extinguishing each, and practices that promote the safety of children. Have the firefighter demonstrate the correct use of fire extinguishers and allow students to practice using a fire extinguisher.

KEY QUESTIONS

- What different types of fires may occur?
- What actions can be taken at home and school to prevent injuries from burns, shock, and fire?
- What actions need to be taken to make child care centers as safe as possible for children and staff members?
- How are smoke alarms used effectively?
- What is a fire extinguisher?
- Why are different types of fire extinguishers required for different kinds of fires?
- What consequences might result from the wrong type of fire extinguisher?
- What safety procedures should be followed when extinguishing a fire?
- How does knowledge of science concepts relate to safety?

3) GROUP ACTIVITY/SKITS

Divide the class into small groups. Have each group write and present a puppet show or skit providing safety education for parents and

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TA 87a-b
Safety for Children at Different Levels of Development

NOTES

children. Assign each group one of the following topics:

- Suffocation: Infants birth to 6 months
- Electrical shock: Infants 6 to 18 months
- Fire: Toddlers 18 months to 3 years
- Burns: Preschoolers 3 to 4 years
- Drowning: Toddlers 18 months to 3 years
- Poisoning: Toddlers 18 months to 3 years
- Cuts, bumps, and bruises: Preschoolers 3 to 4 years
- Falls: Kindergartners, five years

Have students present the safety puppet shows to the class. If arrangements can be made, have the students present the shows/skits to children and/or adults in a setting for children.

KEY QUESTIONS

- What are procedures to help develop safety inside the home or child care setting?
- What are procedures to help develop safety in the outdoor environment?
- What are practices that promote the children at various developmental levels?

4) GUEST SPEAKER/FCCLA

FCCLA

Invite the Family and Consumer Sciences county extension agent, safety officer with the Texas Department of Public Safety, or a local law enforcement officer to address the class on proper procedures in protecting young children in family cars and other means of transportation. This could be a Families Acting for Community Traffic Safety (FACTS) project for FCCLA.

RESOURCES

AGENCIES AND ORGANIZATIONS

Coalition for Injury Prevention

Juvenile Products Manufacturers Association

Kidsource

National Highway Traffic Safety Administration

Texas Agricultural Extension Service - Family and Consumer Sciences

Texas Department of Public Safety

Child Development

Knowledge and Skills.
(13) Career preparation.
The student exhibits employability skills.

The student is expected to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) practice human-relations skills;

(D) explain obligations of employees and employers in terminating employment; and

(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills.

13A- The student is expected to demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

1) SKIT/CLASS DISCUSSION

Lead students to brainstorm descriptive words and phrases associated with effective leaders and team members. Make a visual display of the descriptive list for the class to view. The list may include the following: dependability, responsibility, trustworthy, ability to follow rules and regulations, ability to communicate effectively, interpersonal skills, etc.

Divide the class into small groups. Have each group write a skit that shows high school students demonstrating effective leadership and team membership skills in a variety of situations. Have each group present their skit to the class.

KEY QUESTIONS

- How do effective leadership and team membership skills contribute to success in career roles?
- How do effective leadership and team membership skills contribute to success in other family and community roles?
- What were the skills, characteristics, and/or responsibilities of leaders and effective team members that were demonstrated in the skits?

2) INDIVIDUAL ACTIVITY

Have students submit evidence that they have demonstrated leadership and team membership skills. They may use one of the following methods or may propose and obtain approval to substitute additional methods.

- Have students submit evidence in the form of a note or letter from a parent, employer, community leader, or teacher who has observed the ability of the student to function effectively as a leader and team member.
- Have students demonstrate leadership skills for one week by practicing effective interpersonal skills, communication skills, managerial skills, or employability skills at home, school, or in the community.

For evaluation, have students submit a written record of accomplishments documented with dates, events, and a verification signature by the adult who observed the conduct, or use Teaching Aid 88, ***Demonstrating Effective Leadership and Team Member Skills.***

NOTES

TA 88 ***Demonstrating Effective Leadership and Team Member Skills***

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KEY QUESTION

- How did the experience help enhance your overall leadership and team member skills?

TA 89 Effective Leaders and Team Members Checklist

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE/FCCLA

Have students complete Teaching Aid 89, ***Effective Leaders and Team Members Checklist***, to rate their personal potential as an effective leader and team member. After completing the checklist, instruct students to respond to the key questions in writing. Have students volunteer to share their responses.

KEY QUESTIONS

- What are your strongest qualities as a team member?
- What are your strongest qualities as a leader?
- Which qualities need improvement?
- What plan of action can you take to help improve these qualities?
- How can being an effective leader and team member benefit you at school? at home? in the community? in the workplace?

As a FCCLA project, have students plan and implement a leadership workshop for all the FCCLA members. Have students focus on developing effective leadership and team member skills. Students may want to ask regional FCCLA officers to serve as facilitators or guest speakers.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Future Homemakers of America, Inc., 1998. *Career Connection*.

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4B, "Leadership."

13B- The student is expected to demonstrate effective methods to secure, maintain, and terminate employment.

1) INTERVIEW/VISUAL DISPLAY

Have students interview employers to gather information concerning effective methods to secure, maintain, and terminate employment. Have small groups of students organize the information for visual displays in the classroom. The visual displays will be helpful for the next strategies concerning employability.

KEY QUESTIONS

- What are the educational achievements, skills, aptitudes, interests, and abilities that make a person eligible to fulfill a position in your business?
- What are the most important questions on a job application?
- What do you expect to learn from an applicant's resumé?
- What criteria do you use to judge the qualities of the applicant during a job interview?
- What do you expect from an employee who works in your company?
- What is an effective way to terminate employment?

2) INDIVIDUAL ACTIVITY/PROJECT

Provide students with copies of the following Teaching Aids or similar handouts:

Teaching Aid 90, ***Guidelines for Writing Resumés***;
Teaching Aid 91, ***Guidelines for Writing Letters of Application***,
Teaching Aid 92, ***Guidelines for Completing Job Applications***;
Teaching Aid 93, ***Sample Job Application***;
Teaching Aid 94, ***Interview Questions***;
Teaching Aid 95, ***Sample Follow-up Letter***; and
Teaching Aid 96, ***Guidelines for Terminating Employment***.

Have students apply for a fictitious position described in a newspaper classified ad. Have students complete a personal portfolio which includes a resumé, letter of application, job application, answers to interview questions, follow-up letter, and notes on guidelines for terminating employment.

An example of a newspaper classified ad might include:
Teacher's Aide needed for child care position at High Goals Preschool. High school diploma and experience with young children is desired. Must be willing to complete training course. 40 hours per week, benefits. Contact Sue Smith, (886) 744-8870.

NOTES

TA 90	***Guidelines for Writing Resumés***
TA 91	***Guidelines for Writing Letters of Application***
TA 92	***Guidelines for Completing Job Applications***
TA 93	***Sample Job Application***
TA 94	***Interview Questions***
TA 95	***Sample Follow-up Letter***
TA 96	***Guidelines for Terminating Employment***

NOTES

3) GROUP ACTIVITY/ROLE PLAY

Using the questions and answers to the interview question in Strategy 2, have students practice the interview by role playing. Divide the class into pairs. For the first role play, have one student play the role of the employer and the partner play the role of the applicant. Have the applicant leave the area and enter the "personnel office." Have the employer stand up and shake hands with the applicant. Have the employer ask the applicant to sit down. Have the employer ask the interview questions and the applicant answer each question. Then, have the pair switch roles so that every student in the class plays the role of the employer as well as the applicant. The role plays may be carried out simultaneously or one at a time.

TA 96 ***Guidelines for Terminating Employment***

4) GROUP ACTIVITY

Lead a class discussion on guidelines for terminating employment found in Teaching Aid 96, ***Guidelines for Terminating Employment***. Divide the class into small groups. Have each group compose a letter of resignation. Have one student from each group read the letter to the class and invite the class members to critically evaluate the letters and provide constructive feedback. Have each group edit and revise their letters.

FCCLA ACTIVITIES

- Leaders at Work
- Power of One: Working on Working
- Career Connection
- STAR Events: Job Interview; Entrepreneurship
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Future Homemakers of America, Inc., 1998. *Career Connection*.

13C- The student is expected to practice human-relations skills.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Interpersonal and group effectiveness skills are essential to maintaining friendships and a successful career. Sensitive and kind friends obtain information from the verbal and nonverbal cues of others then respond to those needs with kindness and consideration. Implement a secret "Kind and Consideration" Week. Have students write their names and personal interest information on an index card. Have students draw cards and show special kindness and consideration to the person whose name has been drawn. At the end of the week, have students reveal their identities. Lead a class discussion pointing out effective human-relation skills.

KEY QUESTIONS
- How does it feel to be cared about?
- How does it feel to show kindness and consideration to others?
- Why is caring important for work relationships?
- What are some examples of positive communication that were shown during Kindness and Consideration (K and C) Week?
- What is the significance of caring, respectful relationships?
- What does effective communication involve?
- Which communication skills were most used during K and C Week?
- What are the most important characteristics of a caring and respectful relationship?

2) INDIVIDUAL ACTIVITY

Good communication, cooperative teamwork, and negotiating skills provide the foundation for effective leadership. Have students keep a written record of their methods of communicating and resolving conflicts with their friends, family members, and/or teachers for one week. Have students evaluate their human-relation skills and set a specific goal to improve their skills. Have students chart their progress and write an explanation of how the improvement of these skills might help them become a caring employee in the future.

3) GROUP ACTIVITY

Divide the class into small groups. Have each group make a visual display promoting effective human-relations skills. The displays need to have a clear, attractive, and easy-to-read message with illustrations or pictures. Students can also use markers, color pencils, or pens for the assignment.

NOTES

FCCLA ACTIVITIES

- STAR Events: Interpersonal Communication; Skills for Life
- Power of One: A Better You
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

13D- The student is expected to explain obligations of employees and employers in terminating employment.

1) GROUP ACTIVITY

Since the average employee changes careers several times in his or her working life, guidelines can help make the change go as smoothly as possible. Divide the class into small groups. Have the groups devise a list of suggested obligations for employers and employees in terminating employment. Have students make visual displays of the suggestions and present their viewpoints to the class. Teaching Aid 97, ***Suggested Obligations in Terminating Employment***, can be used to help students with suggestions.

2) GUEST SPEAKER

Invite an employer in the field of child development and early childhood education to discuss ways to increase success when finding, applying, interviewing, and terminating a position.

KEY QUESTIONS

- How do individuals find employment?
- What information should be included on a resumé if a person does not have work experience?
- What is expected during the interview?
- What are the obligations of employees in terminating employment?
- What are the obligations of employers in terminating employment?
- Why should an employee leave on the best terms possible?

NOTES

TA 97 ***Suggested Obligations in Terminating Employment***

NOTES

FCCLA ACTIVITIES

- Power of One: Working on Working
- Leaders at Work
- Career Connection
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

13E- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.

NOTES

1) INTERVIEW/CLASS DISCUSSION

Have each student interview an employer about the importance of effective verbal, nonverbal, written, and electronic communication skills in their workplace. Have students share their findings with the class. Guide students in developing a standard form to guide interviews.

SAMPLE INTERVIEW QUESTIONS

- What communication skills are important at your place of work?
- How do communication skills apply to experiences in the workplace?
- How do you determine whether or not a job applicant possesses effective verbal, nonverbal, written, and electronic communication skills?
- How do skills related to working well with others contribute to successful employment?

Lead students to compile interview responses and to draw conclusions about the relationship of communication skills to success as an employee.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TAAS WRITING

Have students write a scenario about a time when they tried to communicate an idea to a child, friend, parents, or teachers. Have students work in pairs to share their stories and to identify verbal, nonverbal, and written communication included in the scenarios. Lead a class discussion on the importance of effective communication skills.

KEY QUESTIONS

- Why is verbal and nonverbal communication important to relationships?
- Why it important to learn how to communicate effectively with children? with family members? with friends? with employers?

3) INDIVIDUAL ACTIVITY

Have students submit evidence in the form of a note or letter from a parent, employer, community leader, or teacher who has observed the student demonstrating effective verbal, nonverbal, written, and electronic communication skills.

NOTES

FCCLA ACTIVITIES

- STAR Events: Interpersonal Communication; Job interview
- Power of One: Working on Working
- Career Connection
- Leaders at Work
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

Child Development

Knowledge and Skills.

(14) Career preparation.

The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

(A) assess personal interests, aptitudes, and abilities;

(B) evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education;

(C) propose short-term and long-term career goals; and

(D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

14A- The student is expected to assess personal interests, aptitudes, and abilities.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use critical thinking skills to make written responses individually to questions concerning their personal interests, aptitudes, and abilities. As a springboard, the teacher may want to define interests, aptitudes, and abilities and then read a personal interest short story about a prominent individual. Lead the class into a discussion about that person's interests, aptitudes, and abilities.

KEY QUESTIONS

- What are your positive characteristics (individual strengths) that will lead to job success?
- What are your effective leadership and team member skills?
- What effective conflict and negotiation leadership skills do you practice?
- What personal traits do you possess that will help you establish a sound basis for rewarding friendships?
- What are your personal interests and abilities that could affect your career choice?
- What knowledge and/or skills have you developed that will allow you to make intelligent decisions about your life?
- In what way has your awareness of effective communication skills increased?
- What have you learned about prevention and coping with crises in your life?
- What progress have you made in learning to set goals and plan for the future?
- How do your interests, abilities, and personal priorities affect your career choice?
- What progress have you made in learning the importance of meeting individual needs through effective resource management?

2) GROUP ACTIVITY

Divide the class into small groups. Have the students in each group take turns giving each other compliments concerning their aptitudes and abilities. For example, one student might say, "You are an excellent math student." "You are really good at playing basketball." "You are a really talented writer." "You are a gifted musician." Have students make a list of skills, aptitudes, and abilities of the compliments shared during the strategy and add additional strengths. Ask students to think of jobs or careers in which they will need the skills, aptitudes, and abilities on their lists.

NOTES

If possible, collaborate with a career or vocational counselor to have students take aptitude tests and interest inventory tests. The assessments may help students predict how successful they might be in certain careers and learn what jobs might fit their interests.

TAAS READING

3) OBSERVATION/VIDEOTAPE/CLASS DISCUSSION

Arrange for students to observe workers in a child care center. Have students make journal entries of the responsibilities, skills, and abilities of the employees. This process is called job shadowing.

Have students share their observations with the class. Have students brainstorm skills and abilities needed for successful child care workers. Examples might include good work habits, gets along well with others, takes pride in work, uses effective management skills, shows enthusiasm, displays initiative, follows rules and regulations, and is patient. Lead a class discussion on the interests, aptitudes, and abilities needed for successful child care employees.

As an alternative strategy, have students view the video segment of *Mary Poppins*, starting with the scene at the beginning of the movie after the nanny has quit and Mr. Banks is just arriving home from work. Mr. Banks describes an "ideal nanny" to Mrs. Banks. In the meantime, Michael and Jane have been upstairs making a list of characteristics that they would like in a nanny. The children bring their list to share with their parents. The video clip should conclude when Mr. Banks tears up the children's list and throws it into the fireplace. Following the video clip, have each student make a list of characteristics of an effective caregiver. Compare these qualities with those mentioned previously for successful child care employees.

KEY QUESTIONS

- What are the responsibilities of a child care worker?
- What are physical and mental stressors related to working in child care?
- What are special skills needed for a child care position?
- What are the general interests, aptitudes, and abilities needed by successful child care workers?
- What personal characteristics are needed by child care workers?

FCCLA ACTIVITIES

- Leaders at Work
- Career Connection
- STAR Events: Focus on Children; Entrepreneurship
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

14B- The student is expected to evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education.

NOTES

1) CLASS DISCUSSION

Distribute copies of "Help Wanted" advertisements from several newspapers. Have students search the ads for positions available in the field of child development and early childhood education. Newspapers from both urban and rural areas would be beneficial. Have the students circle appropriate ads and read them out loud to the class. Lead a class discussion on the employment opportunities described in the ads.

TAAS READING

If Internet access is available, many newspapers have advertisements for employment listed. Another source is the Texas Workforce Commission which has a directory of listings for employment throughout the state. The Web site address is *www.twc.state.tx.us.*

KEY QUESTIONS

- What personal characteristics are specified in the ads?
- Which characteristics appear to be the most important?
- Besides the personal characteristics, what qualifications are required for the position?
- What benefits are offered?
- What education or training is needed for these careers?

2) RESEARCH/GROUP ACTIVITY

Have students utilize reference books, magazine articles, newspapers, interviews, CD-ROM Encyclopedia, the Internet, and other current sources to gather information on employment and entrepreneurial opportunities and educational requirements in the field of child development and early childhood education. Divide the class into small groups. Have each group give an oral presentation that describes the preparation requirements and entrepreneurial opportunities for careers in child development.

TAAS READING

TAAS WRITING

Have each group share their project with the class. As a FCCLA activity, the students could share their project with other students as well as community and school organizations.

FCCLA

3) VIDEOTAPE

Have students view the videotape, *Working with Families and Children: Career Opportunities*, available from The Curriculum Center for Family and Consumer Sciences. Discuss with students the employment and entrepreneurial opportunities available in the field of child development and early childhood education.

NOTES

FCCLA

FCCLA ACTIVITIES

- Power of One: Working on Working
- Career Connection
- STAR Events: Entrepreneurship; Applied Technology
- Leaders at Work
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

WEB SITES

American Association of Family and Consumer Sciences
www.aafcs.org

Family, Career, and Community Leaders of America, Inc.
www.fcclainc.org

National Association for the Education of Young Children
www.naeyc.org

VIDEOTAPE

Working with Families and Children: Career Opportunities, available from The Curriculum Center for Family and Consumer Sciences.

14C- The student is expected to propose short-term and long-term career goals.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Review with students the concepts of short-term and long-term goals. Have students complete the Teaching Aids 98a-b, ***Goals for the 2000's.*** Have students share their responses in small groups.

2) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Choosing a career is one of the major tasks confronting high school students. Have students compose an informative paper that reflects their short-term and long-term career goals. Have student volunteers present their papers to the class.

The following are suggestions for a four-paragraph paper:

Paragraph #1: Preview the information that will be written, and develop the importance of making career goals.

Paragraph #2: Write the opinion of two people giving their description of your personal aptitudes and abilities.

Paragraph #3: Develop the information about your short-term and long-term career goals. Include your personal interests, aptitudes, and abilities.

Paragraph #4: Summarize and tie up the information with a concluding statement.

3) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students make a time/life map. The map will have one road on it that illustrates important events in life from birth to the present. Each point will represent a period in life. Have students think in terms of the mountains and valleys of life. The time/life map will end with the students setting short-term and long-term career goals for the future. Divide the class into small groups. Have each group share their time/life maps with each other.

KEY QUESTIONS

- As students look over their maps, what were the main priorities during various periods?
- How did these priorities affect their career choices for the future?

NOTES

TA 98a-b
Goals for the 2000's

TAAS WRITING

NOTES

FCCLA ACTIVITIES

- STAR Event: Skills for Life
- Career Connection
- Power of One: A Better You; Working on Working
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

VIDEOTAPE

Goal Setting: Planning for Your Future, available from The Curriculum Center for Family and Consumer Sciences.

14D- The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

NOTES

1) PANEL DISCUSSION

Invite individuals from a dual-career family, a single parent with a career, a full-time homemaker, and a grandparent who may or may not be retired from a career, to speak to the class on managing multiple roles. Have the panel discuss the challenges related to work and family which include child care issues, stress related problems, need for time management, and sharing of traditional gender roles and tasks.

KEY QUESTIONS

- What are advantages of a dual-career family? disadvantages?
- What are advantages of a single career family? disadvantages?
- What are advantages of a single career parent? disadvantages?
- How do you manage your role as a parent?
- How do you manage your role as a family member?
- How do you manage your role as a member of your community?
- How do you manage your role as a wage-earner?
- What suggestions would you give to individuals who assume multiple roles?

2) RESEARCH/SCENARIO

SOCIAL STUDIES

Have students read informative articles from magazines or newspapers on coping with stress (i.e., causes of stress, body's reaction to stress, relation of stress to physical health, coping mechanisms). Lead a class discussion to guide students in relating stressors to today's hectic patterns of living and challenges of managing work, community, and family roles.

Divide the class into groups. Have each group develop a scenario involving a stressful work/family situation. Then, as a class suggest options for resolving or coping with the stress. Examples might include a working mother with two sick children and a husband who is out of town on business; a single father called to an emergency sales meeting; or an assembly-line worker frustrated by heavy quota demands perceived as unrealistic.

3) CLASS DISCUSSION

Point out to students that managing family, community, and wage-earner roles involves many opportunity cost trade-offs. For example, in a dual-career family, the decision of both husband and wife to pursue gainful employment may result in additional financial resources but scarcity of other resources, such as time and energy.

Lead students to brainstorm and list trade-offs they have observed while participating in or observing practices to manage family, community, and wage-earner roles. Lead a class discussion of the perceived benefits and drawbacks of trade-offs cited.

KEY QUESTIONS

- Why are opportunity cost trade-offs necessary? (This answer relates to the fact that resources are limited.)
- What are examples of trade-offs you would be willing to make? Why? Unwilling to make? Why?

As an alternative strategy, have students view the videotape, *Managing Multiple Roles* or *Working Parents: Is It Working?*, available from The Curriculum Center for Family and Consumer Sciences. Lead a class discussion on managing multiple family, community, and career roles.

FCCLA ACTIVITIES

- Career Connection
- Families First
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

Home Economics Curriculum Center, 1999. *Effective Management of Multiple Roles.*

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles."

Felstehausen, G., 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

VIDEOTAPES

Managing Multiple Roles and *Working Parents: Is It Working?*, available from The Curriculum Center for Family and Consumer Sciences.

Child Development

Knowledge and Skills.
(15) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of child development.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of child development; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies in the study of child development.

15A- The student is expected to determine home and business applications of knowledge and skills developed in the study of child development.

TO THE TEACHER

TEKS 15A and 15B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Child Development course.

NOTES

NOTES

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15B- The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies in the study of child development.

TO THE TEACHER

TEKS 15A and 15B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Child Development course.

NOTES

NOTES

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Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Child Development course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

15A The student is expected to determine home and business applications of knowledge and skills developed in the study of child development.

15B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies in the study of child development.

FCCLA projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

Supervised Career-connections Experience

4D- The student is expected to summarize strategies for optimizing the development of newborns, including those with special needs.

5D- The student is expected to summarize strategies for optimizing the development of infants, including those with special needs.

7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.

8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.

9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.

THE STUDENT WILL:

1. Research magazine articles, child development books, the Internet, and other resources which identify strategies for optimizing the growth and development of children. Include each type of development (physical, emotional, social, and intellectual) in the research.
2. Develop a questionnaire for parents of newborns, infants, toddlers, preschool children, and/or school-age children.
3. Interview at least three parents.
4. Write a report with regard to strategies optimizing the development of children.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- questionnaire
- interview responses
- written report
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

4D- The student is expected to summarize strategies for optimizing the development of newborns, including those with special needs.
5D- The student is expected to summarize strategies for optimizing the development of infants, including those with special needs.
6E- The student is expected to describe family financial adjustments resulting from the addition of a child to the family.
7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.
8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.
9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.
10D- The student is expected to determine the influences of child care on family economics.

THE STUDENT WILL:

1. Determine strategies and projected costs of management techniques to optimize the development of the special needs child.
2. Define the situation to be addressed (for example, a younger sibling needing physical therapy; a child with speech difficulties; a young child with physical, emotional, or mental disabilities; a child who needs rehabilitation or long-term care facility).
3. Use the Internet, textbooks, library resources, community and state resources, to gather information concerning the type and costs of needs by families based on the defined situation.
4. Interview a caregiving professional to determine the financial responsibility involved in meeting the special needs of a child.
5. If possible, observe the child with special needs in the caregiving setting for a one-hour period on several separate occasions.
6. Write a report which draws conclusions based on the research, interview, and observations with respect to cost management.
7. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- interview notes and responses
- observation notes (when possible)
- written report
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.

8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.

9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.

THE STUDENT WILL:

1. Write a television guide targeting programming for young children. Begin by looking through a selection of TV guides.
2. View several television programs that are targeted for young children. The programs that are selected must help young children learn and help them reach their full potential emotionally, socially, and intellectually. The Teaching Aids 99a-b, ***Analyzing a Television Show Produced for Children***, may be used to critique the television programs.
3. Take a survey to find out what kinds of programs children like to watch. Ask students in the class who have younger siblings or who babysit young children about the kinds of programs watched. Ask the advice of parents who have young children to learn about educational and entertaining children's programs.
4. Brainstorm for ideas on how the TV guide is put together (outline, format, etc.).
5. Develop a television guide which includes a cover with title, a table of contents, the names of programs and the times they are shown, and a short description about each program.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- television show critiques
- survey results
- brainstorming ideas
- television guide
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

10A- The student is expected to identify criteria for assessing the quality of child care.

10B- The student is expected to compare child care options.

10C- The student is expected to point out characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher.

THE STUDENT WILL:

1. Gather information using textbooks, library resources, the Internet, and other references which identify criteria for assessing quality child care.
2. Make a checklist of criteria for assessing the quality of substitute child care. The student may use Teaching Aid 66, ***Checklist for Quality Child Care***, as a guide.
3. Investigate two different types of child care available in the community to gather information about their facilities and the services they offer to children and their families.
4. Interview a director or adult leader working in each facility.
5. Describe each of the child care facilities, their services, and their costs.
6. Using the check list of criteria for assessing quality child care, write a comparison paper about the two facilities.
7. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- checklist
- interview notes
- description of the facilities
- comparison paper
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

10E- The student is expected to determine agencies and services that protect the rights of children.

10F- The student is expected to summarize various resources focusing on children.

10H- The student is expected to discuss legislation and public policies affecting children.

THE STUDENT WILL:

1. Use the newspapers, telephone yellow pages, as well as other community resources to research how the community meets the needs of children.
2. Interview a representative from at least two organizations in the community that serve as resources to protect the rights and needs of children through services, legislation, and public policies. Examples of such organizations include law enforcement, libraries, churches, Salvation Army, Goodwill Industries, crises hotlines, city/county health services, MHMR, YMCA/YWCA, counseling centers, schools, lawyers, family service organizations, social workers, psychologists, eye glass banks, hospitals, nurses, and physicians. The interviews may be by telephone, E-mail, fax, or in person.
3. Write a report in regard to resources available for children and families in the community in which you live. Include the name, address, or telephone number of the agency or person interviewed, types of special needs handled, and costs and services available.
4. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- interview notes
- written report
- a summary of the project experience, including #4 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

12C- The student is expected to suggest techniques for promoting healthy dietary practices in children of various ages.

THE STUDENT WILL:

1. Plan meals for five days for a child.
2. Interview the child or the parent/guardian of the child to determine food preferences, special needs, food preparation capabilities, or dietary restrictions.
3. Keep a food diary of the child's food intake for five days.
4. Analyze dietary intake by using a computer program; Teaching Aid 78, ***Food Guide Pyramid for Young Children***; Teaching Aid 80, ***Food Portions for Young Children***; and other dietary guidelines.
5. Make a written plan to recommend changes for improving the child's diet and, if appropriate, activity level.
6. If appropriate, assist the child and parent/guardian in implementing the plan.
7. Summarize career applications of knowledge and skills learned through this experience

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a record of the interviews with the child and the parent/guardian
- a copy of the record of the child's food intake
- a copy of the plan for meals for five days
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

BLENDED ACTIVITY

4A- The student is expected to analyze the physical, emotional, social, and intellectual development of the newborn.
5A- The student is expected to analyze the physical, emotional, social, and intellectual development of the infant.
7A- The student is expected to analyze the physical, emotional, social, and intellectual development of the toddler.
8A- The student is expected to analyze the physical, emotional, social, and intellectual development of the preschool child.
9A- The student is expected to analyze the physical, emotional, social, and intellectual development of the school-age child.

INDIVIDUAL ACTIVITY/EDUCATIONAL TOUR/CLASS DISCUSSION

Have students use textbooks, library resources, the Internet, and additional references to gather information about the developmental tasks of the newborn, infant, toddler, preschool child, and the school-age child. Students should record the developmental task in a notebook to use for curriculum planning. Have students plan appropriate activities for each of the developmental tasks in each age group. Arrange for the students to observe in a child care facility and/or elementary classroom. Assign students to complete a descriptive log of observed activities which promote developmental tasks. Have students compare their lists of activities with the observed activities and add developmental task activities to their personal curriculum planning notebook.

Key Questions

- What are developmental tasks?
- How are activities which promote developmental tasks in infancy different from those needed by toddlers, preschool, and school-age children? How are they similar?

1. **Research**
   Use classroom, library, and Internet resources to gather information about the developmental tasks of the newborn, infant, toddler, preschool child, and the school-age child.

2. **Record of Developmental Tasks**
   Have each student record the developmental tasks in a notebook to use for curriculum planning.

3. **Plan of Appropriate Activities**
   Have students plan appropriate activities to teach the developmental tasks for each age group.

4. **Observation**
   Have students observe in a child care facility and/or elementary school classroom.

5. **Descriptive Log**
   Have students complete a descriptive log of observed activities which promote developmental tasks.

6. **Comparison**
   Have students compare their lists of activities with the observed activities and add developmental task activities to their personal curriculum planning notebook.

BLENDED ACTIVITY

5E- The student is expected to determine techniques that promote the health and safety of an infant.

12A- The student is expected to describe factors essential to the health and safety of children.

12B- The student is expected to explain the impact of appropriate health care on the well-being of children.

12D- The student is expected to describe practices that promote the safety of children at various developmental levels.

INDIVIDUAL ACTIVITY/GROUP ACTIVITY/GAME

Use references on standard first aid and personal safety to assist students in their investigation of first aid techniques to use when handling emergencies. Have students design a first aid trivia game using 3 x 5 index cards. Each card should have an emergency situation written on one side and the appropriate first aid technique written on the other side. The object of First Aid Trivia is for players to win each card by correctly describing or demonstrating the first aid procedure for each emergency. Examples of emergency situations might include a child choking on food during a meal, stops breathing, has an allergic reaction to a bee sting, is hit in the face with a ball, swallows a coin, eats a bottle of vitamins, falls and cuts both knees, burns a hand on the range, drinks the fertilizer and water mixture intended for the flower garden, is apparently in shock, a chemical splashes into an eye, puts a metal object into an electrical outlet and cannot let go, and falls from the top of a slide and is lying on the ground.

To play the game, divide the class into two teams. The leader should take the first trivia card and read the emergency situation to Team One. The first two players on Team One describe or demonstrate the emergency first aid procedure and keep the card if the procedure is correct. If the answer is incorrect, two players from Team Two are given a chance to describe or demonstrate the first aid procedure. If the answer is correct, Team Two keeps the card. The game continues until all trivia card situations are read and every player on both teams has had an opportunity to describe or demonstrate an emergency first aid procedure. The First Aid Trivia winner is the team that collects the most cards.

1. **Research**
   Use references on standard first aid and personal safety to investigate first aid techniques.

2. **Design Trivia Cards**
   Have each student record an emergency situation on a 3 x 5 index card and the appropriate first aid technique on the other side.

3. **Play the Game**
   Divide the class into two teams and play by the rules stated above.

4. **Evaluation**
   Have students assess and evaluate their work in developing and implementing the game.

BLENDED ACTIVITY

7B- The student is expected to determine the role of play in a toddler's growth and development.

8B- The student is expected to describe the role of play in a preschool child's growth and development.

9B- The student is expected to analyze the role of the school environment on the growth and development of the school-age child.

INDIVIDUAL ACTIVITY/GROUP ACTIVITY/CLASS DISCUSSION

Have the students investigate developmentally-appropriate activities for children. Divide the class into three groups, and assign each group a different age category. Have the groups develop a list of indoor and outdoor learning activities that are interesting, developmentally appropriate, and enjoyable for each age group. Have the three groups share, demonstrate or describe, and critique the activities.

Divide the class into pairs or triads. Have each group plan an outdoor activity for preschoolers designed to improve their physical skills, such as running, jumping, hopping, skipping, climbing, and throwing and catching a ball. Have students rehearse and learn the activities. If possible, arrange for the groups to teach the activities to children at a child care facility or an early childhood classroom. When students are not teaching, have them record their observations of the individual differences in the abilities of the children participating. Have students use their observation records to assist them in evaluating the effectiveness of the activities. As a follow-up activity, the students could compile a booklet listing the developmentally-appropriate physical activities and instructions.

Key Question

- What kind of changes need to be made to make these activities suitable for children with special needs?

1. **Developmentally Appropriate Activities for Each Age Group**
   Have students develop a list of indoor and outdoor activities for each age group.

2. **Sharing, Demonstration, and Critique of Activities**
   Have the group share, demonstrate or describe, and critique the activities.

3. **Plan of Preschool Activities**
   Have students plan appropriate activities to improve the physical skills of preschool children.

4. **Teaching and Observation**
   Have each group teach the activities to preschool children. Have the groups observe the children when they are not teaching.

5. **Evaluation**
   Have students use their observations to assist them in evaluating the effectiveness of the activities.

BLENDED ACTIVITY

4D- The student is expected to summarize strategies for optimizing the development of newborns, including those with special needs.

5D- The student is expected to summarize strategies for optimizing the development of infants, including those with special needs.

7B- The student is expected to determine the role of play in a toddler's growth and development.

7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.

8B- The student is expected to describe the role of play in a preschool child's growth and development.

8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.

9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.

GROUP ACTIVITY

Divide the class into small groups. Have students use textbooks, library resources, toy catalogs, magazines, and the Internet to gather information about toys and games appropriate for the developmental levels of newborns, infants, toddlers, preschoolers, and school-age children. Have students write an advertisement for a toy or game that encourages learning and provides opportunities for optimizing the growth and development of children, including those with special needs. Have the students develop some type of visual display (e.g., poster, slides, photographs) that depicts the advertisement. Have students follow-up with writing a persuasive letter stating why parents should invest in the toy or game. Have each group share their work.

1. **Developmentally Appropriate Toys and Games for Each Age Group**
   Have students develop a list of toys and games for each age group.

2. **Research Information on Toys and Games for Each Age Group**
   Gather information about toys and games that are appropriate for the developmental levels of children.

3. **Plan Advertisement**
   Have students plan an advertisement for a toy or game that is appropriate for one of the age levels.

4. **Develop Advertisement and Visual Display**
   Write the advertisement which should include a toy company name, a central theme about toys, a description of the toy or game, and a summary of how the toy or game encourages the development of children, including those with special needs.

5. **Write Persuasive Letter**
   Write a persuasive letter stating why parents should invest in the toy for their child.

BLENDED ACTIVITY

4D- The student is expected to summarize strategies for optimizing the development of newborns, including those with special needs.
5D- The student is expected to summarize strategies for optimizing the development of infants, including those with special needs.
7B- The student is expected to determine the role of play in a toddler's growth and development.
7C- The student is expected to summarize strategies for optimizing the development of toddlers, including those with special needs.
8B- The student is expected to describe the role of play in a preschool child's growth and development.
8C- The student is expected to summarize strategies for optimizing the development of preschool children, including those with special needs.
9C- The student is expected to summarize strategies for optimizing the growth and development of school-age children, including those with special needs.

INDIVIDUAL ACTIVITY

Have students use textbooks, library resources, catalogs, magazines, and the Internet to gather information about children's books appropriate for the developmental levels of newborns, infants, toddlers, preschoolers, and school-age children. Have students look at various kinds of books. Have the students develop some type of visual display (e.g., poster, slides, photographs) that depicts the advertisement. Have students follow-up with writing a persuasive letter stating why parents should invest in the book. Have each group share their work.

1. **Developmentally Appropriate Books for Each Age Group**
   Have students develop a list of toys and games for each age group.

2. **Research Information on Books for Each Age Group**
   Gather information about books that are appropriate for the developmental levels of children.

3. **Plan Advertisement**
   Have students plan an advertisement for a book that is appropriate for one of the age levels.

4. **Develop Advertisement and Visual Display**
   Write the advertisement which should include a book company name, a central theme about toys, a description of the book, and a summary of how the book encourages the development of children, including those with special needs.

5. **Write Persuasive Letter**
   Write a persuasive letter stating why parents should invest in the book for their child.

BLENDED ACTIVITIES

Integration of FCCLA

FCCLA CAREER CONNECTION

Have students use the FCCLA Career Connection publication available from FCCLA National Headquarters, to explore careers and how to manage multiple roles. Members can receive recognition for their participation.

TEKS 13A-E, 14A-D

CHAPTER ACTIVITIES

Have FCCLA members plan a special event, such as Halloween, for children in a child care facility. Have students work with the child care staff to plan games, puppet shows, fingerplays, small and large muscle activities, and other activities for the children. If appropriate, have students plan and involve the children in preparing a nutritious snack.

TEKS 7B, 8B

Have the chapter select one of the birth defects to focus on and educate the school/community by producing public service announcements for the radio, writing newspaper articles, developing flyers and visual displays, participating in a fund raising campaign, or conducting a seminar about the birth defect.

TEKS 1A-B, 2A-C

FAMILIES FIRST OR STAR EVENTS

Have students plan a series of programs on topics, such as safe environments for children, nutrition and health awareness, guidance techniques, immunizations, effective communication between parents and children, the parent as an important role model, strategies to promote brain development, and the importance of reading to children. Have FCCLA members arrange to present the programs to community organizations.

TEKS 1A, 4C-D, 5A, 5C, 7A, 8A, 9D, 12C

Have students prepare a list of available local, county, state, and national organizations and agencies which focus on children. These may include the Department of Human Services, Department of Health, clinics, hospitals, WIC, YMCA/YWCA, law enforcement agencies, child abuse hotlines, and the Extension Service. The information (name of the agency or organization, address, and telephone number) could be displayed in the community at community centers, supermarkets, department stores, and libraries.

TEKS 10E, 10F, 10H, 11C

BLENDED ACTIVITIES

Integration of FCCLA

FAMILIES FIRST, STAR EVENTS, OR STUDENT BODY

Invite a panel of experts (e.g., nurse, dietitian, child care director, Department of Human Services specialist, child life specialist, extension agent, early childhood teacher, law enforcement officer), to discuss strategies for optimizing the growth and development of children. Three or four experts are substantial for one panel. This strategy could be used as a series of panels or as a seminar or workshop for other students, parents, and the community. Students could develop flyers, newspaper articles, and visual displays to publicize the event.

TEKS 4D, 5D, 7C, 8C, 9C

FAMILIES ACTING FOR COMMUNITY TRAFFIC SAFETY (FACTS)

Have students conduct a Seat Belt Survey, give statistics on drunk driving accidents, or adopt a driver as Child Development community service projects. Students may sponsor a "Buckle Up" campaign or a school bus safety program for elementary or middle school students.

TEKS 12A, 13A, 13C

READY, SET, READ!

Have students become a Reading Buddy FCCLA Chapter and get recognition at the regional and state levels. Have students participate in such activities as Story Hour at the library, organize a read-a-thon, read to children, donate children's books, give books to babies and their parents, play ABC games, and participate in National Book Week. Ready, Set, Read! materials are available from The Curriculum Center for Family and Consumer Sciences.

TEKS 4C-D, 5C-D, 7C, 8C, 9C

Have students examine and evaluate books appropriate for children at various age levels using Teaching Aid 100, ***Critique Children's Books***. Students may want to look at books that have won literary and illustration awards, such as the Newberry and Caldecott awards.

STOP THE VIOLENCE

Have students participate in the STOP the Violence project to raise awareness in making schools and communities safer.

TEKS 10E, 11A-C, 12A

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 15, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 101, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 102, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 103, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 104, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 105, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

Abuse Hotline
(800) 252-5400

Albrecht, K. and Plantz, M., 1993. *Developmentally Appropriate Practice in School-Age Care Programs*. Alexandria, VA: American Association of Family and Consumer Sciences Association.

American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, IL 60009-0927
(847) 228-5005
www.aap.org

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

American College of Obstetricians and Gynecologists
www.acog.org

American Dental Association
www.ada.org

American Dietetic Association
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-0400
www.eatright.org

American Red Cross (contact the nearest local chapter)
www.crossnet.org

Association for Childhood Education International (ACEI)
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
www.acei.org

The Baby Center
539 Bryant, Suite 200
San Francisco, CA 94107
www.babycenter.com

Bredekamp, Sue and Copple, Carol (Eds.), 1997. *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

Resources - Continued

Bronson, Martha B., 1995. *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development*. Washington, DC: National Association for the Education of Young Children.

Center for Disease Control and Prevention
www.cdc.org

Center for Media Education (Children's Television Act and other telecommunication policies)
www.cme.org

Chen, Jie Qi. (Ed.) (1998). *Project Spectrum: Early Learning Activities*. Washington, DC: National Association for the Education of Young Children.

Child Care Aware
1319 F Street, NW Suite 810
Washington, DC 20004
(800) 424-2246
www.childcarer.org

Child Care Management Services (Contact the area office closest to your community.)

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

Children's Trust Fund of Texas
1884 State Hwy. 71 West
Cedar Creek, TX 78612
(512) 303-5061
www.ctf.state.tx.us

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191
(703) 620-3660
www.cec.sped.org

Culturgrams
Kennedy Center Publications
P.O. Box 24538
Brigham Young University
Provo, UT 84602-4538
(801) 378-6528
www.byu.ed/culturgrams

Resources - Continued

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.ccfcs.hs.ttu.edu

Videotapes available include:
- *The Baby Care Home Video*
- *Goal Setting: Planning for Your Future*
- *Managing Multiples Roles*
- *Protecting Children from Abuse*
- *Selecting Child Care: The Right Choice*
- *Working Parents-Is It Working?*
- *Working with Families and Children: Career Opportunities*

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family, Career, and Community Leaders of America, Inc. (formerly Future Homemakers of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

Focus on Exceptional Children
Love Publishing
P.O. Box 22353
Denver, CO 80222
(303) 221-7333

Food and Nutrition Information Center (FNIC), USDA
10301 Baltimore Avenue
Beltsville, MD 20705-2351
(301) 504-5719
www.nal.usda.gov/fnic

4Safety.com
www.4safety.com

Future Homemakers of America, Inc. (changed to Family, Career, and Community Leaders of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fhahero.org

Resources - Continued

Future Homemakers of America, Inc. (changed to Family, Career, and Community Leaders of America, Inc.)
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Future Homemakers of America, Inc., 1998. *Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Healthy Mothers, Healthy Babies
121 North Washington Street, Suite 300
Alexandria, VA 22314
(703) 836-6110
www.hmhb.org

Home Economics Curriculum Center (changed to The Curriculum Center for Family and Consumer Sciences)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/hecc

Home Economics Curriculum Center, 1992. *Advanced Child Development Reference Book.*

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

- *Learning Styles and Learning Success— What Every Educator Should Know*
- *Managing Multiple Roles*
- *Teaching All Students in Home Economics Education: A Focus on Students with Special Needs*

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

Hogg Foundation for Mental Health
The University of Texas at Austin
P.O. Box 7998
Austin, TX 78713-7998
(512) 471-5041

I Am Your Child
1010 Wisconsin Avenue, NW Suite 800
Washington, DC 20007
(202) 338-4385
www.iamyourchild.org

Resources - Continued

I Am Your Child video and *I Am Your Child* CD-ROM are available from this site.

I Am Your Child
P.O. Box 15605
Beverly Hills, CA 90209

Quality Child Care: Making the Right Choice for You and Your Child video is available from this site.

Juvenile Products Manufacturers Association (JPMA)
www.jpma.org

kidsDoctor
www.kidsdoctor.com

Kidsource
www.kidsource.com/index.html/

March of Dimes Birth Defects Foundation
P.O. Box 1657
Wilkes-Barre, PA 18703
(800) 367-6630
www.modimes.org

Marion, Marian. (1998). *Guidance of Young Children* (5th ed.). New York, NY: Merrill/Prentice Hall.

Maternal and Child Health Bureau
www.mchb.hsra.gov

Maternal and Child Health Clearinghouse
2070 Chain Bridge Road, Suite 450
Vienna, VA 22182
(703) 356-1964
www.mchc.org

Mental Health Association in Texas
8401 Shoal Creek Blvd.
Austin, TX 78757
(512) 454-3706

National Association of Colleges and Employers
www.jobweb.org

National Association for the Education of Young Children
1509 16th Street NW
Washington, DC 20036
(800) 424-2460
www.naeyc.org

National Committee to Prevent Child Abuse
www.childabuse.org

National Council on Family Relations
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Dairy Council
O'Hare International Center
10255 West Higgins Road, Suite 900
Rosemont, IL 60018-5616
(847) 803-2000

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
(301) 565-4167
www.nhic-nt.health.org

National Highway Traffic Safety Administration
www.nhsta.dol.gov

National Information, Support, and Referral Services on Shaken Baby Syndrome
www.capcenter.org/physical.htm

National Maternal and Child Health Clearinghouse
www.nmchc.org

National Network for Child Care
www.nncc.org

National Network for Family Resiliency
www.nnfr.org

National Parent Information Network
www.npin.org

Newsweek, Spring/Summer, 1987. *Your Child Newsweek Special Edition.*

Nutrition for Children
www.nutritionforkids.com

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu or *ohioline.ag-ohio-state.edu/lines*

Parents as Teachers National Center
www.patnc.org

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Resources - Continued

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SafeKids.Com
www.esafety.com

Sawyers, Janet K. and Rogers, Cosby S., 1990. *Helping Young Children Develop Through Play.* Washington, DC: National Association for the Education of Young Children.

The Shaken Baby Alliance
P.O. Box 150734
Ft. Worth, TX 76108
(877) 636-3727
www.shakenbaby.com

Texas Agricultural Extension Service (Contact the Family and Consumer Sciences Agent in each county)
http://fcs.tamu.edu

Texas Agricultural Extension Service, 1996. *A Glance at Growth and Development Chart* (L-1404).

Texas Association for the Education of Young Children
818 E. 53rd Street
Austin, TX 78751
(512) 471-2392

Texas Child Care, quarterly publication published by the Texas Workforce Commission. The publication is appropriate for early childhood professionals, teachers, parents, and students. For past issues and subscriptions, contact:

Texas Child Care
P.O. Box 162881
Austin, TX 78716-2881
(512) 441-6633

The following articles from *Texas Child Care* are cited in the Teaching Strategies section:

- *Practical Approaches to Preschool Guidance. Vol. 17 (3). 1994*
- *Guiding School-age Children. Vol. 18 (3). 1994*
- *Back to Basics: How It Feels to Be a Baby. Vol. 20 (2). 1996.*
- *Back to Basics: How It Feels to Be a Toddler. Vol. 20 (3). 1996*
- *Back to Basics: How It Feels to Be a Preschooler. Vol. 20 (4). 1997*
- *Back to Basics: How It Feels to Be a School-age Child. Vol. 21 (1). 1997*
- *Community Service and School-age Children: Time to Give Back. Vol. 21 (1). 1997*
- *Back to Basics: Social Development. Vol. 21 (3). 1997*
- *Back to Basics: Teaching Through Learning Centers. Vol. 22 (2). 1998*
- *Positive Discipline: Six Strategies for Guiding Behavior. Vol. 22 (2). 1998*
- *Food Guide Pyramid for Young Children from 2 to 6 Years Old Vol. 23 (2). 1999*

Texas — Office of the Attorney General (PAPA Project)
www.oag.state.tx.us

Resources - Continued

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111
www.tdh.texas.gov

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
(512) 438-3011
www.tdprs.state.tx.us

Texas Department of Public Safety
P.O. Box 4087
Austin, TX 78773-0001
www.txdps.state.tx.us/

Texas Information and Referral Network
P.O. Box 13247
Austin, TX 78711
(512) 424-6520

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-0001
(512) 936-3228

Texas Workforce Commission
www.twc.state.tx.us/

Texas Young Lawyers Association
1414 Colorado Street, Suite 501
Austin, TX 78701-1627
(800) 204-2222
www.tyla.org

U.S. Census Bureau
www.census.gov/

U.S. Consumer Products Safety Commission
www.cpsc.gov

U.S. Department of Agriculture
www.nal.usda.gov

Resources - Continued

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
(877) 696-6775
www.os.dhhs.gov/

U.S. Department of Education
www.ed.gov/index.html

U.S. Department of Labor
www.dol.gov

Video Placement Worldwide
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Vocational Instructional Materials Laboratory
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4277

Yahooligans!
www.yahooligans.com

Young Children, publication offered through National Association for the Education of Young Children (NAEYC).

Zero to Three
www.zerotothree.org

Dietary Needs Before and During Pregnancy

Many young women do not realize that their nutritional health during the years before they become pregnant has an effect on their future pregnancy and the development of the fetus. It is important to realize that decisions a woman makes about nutrition prior to and during pregnancy will affect her baby's health and future.

The growth and development of the fetus increases the daily nutrient needs of the expectant mother. An increase of protein, folate, vitamin B_{12} (cyanocobalamin), calcium, phosphorus, magnesium, and iron is necessary to supply enough nutrients for fetal growth and development as well as for the mother's nutritional health. The practice of good nutrition during pregnancy is critical. During the first trimester, or approximately the first thirteen weeks, inadequate nutrition or drug use can result in birth defects. During the second trimester, the fetus continues to grow and develop; bones become noticeable throughout the fetus' body. The third trimester is also a very critical time for development. Deficiencies in certain nutrients can cause damage to the eyes, brain, and genitals as the fetus completes development.

The RDA is a Recommended Dietary Allowances for Americans. The RDA serves as a guideline for determining the amounts of nutrients a specific person needs each day. It gives the specific recommended daily nutrient needs for a person according to age and gender.

The Dietary Reference Intake was recently established (1997) to provide additional guidelines for determining the amounts of nutrients individuals need. The U.S. Department of Agriculture's "A Pattern for Daily Food Choices" suggests the number of servings to choose daily from each food group. Approximately 300 additional calories are required each day for increased energy needs. Weight gain should average between 24–28 pounds during pregnancy. A well-balanced, nutritious diet is important because of the increased need for protein, vitamins, and minerals. The diet should include more milk products and more fruits and vegetables.

Daily Food Requirements of an Expectant Mother

Milk & milk products	4 servings
Meats & protein-rich foods	3 servings
Fruits (Including 1 vitamin C-rich fruit daily)	2-4 servings
Vegetables (Including dark green and deep yellow vegetables several times a week)	3-5 servings
Breads & Cereals	
Whole-grain, enriched	6-11 servings

A Pattern for Daily Food Choices

Food Groups	Suggested Daily Servings	What Equals a Serving?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week)	♦ 1/2 cup of cooked vegetables ♦ 1/2 cup of chopped raw vegetables ♦ 1 cup of leafy raw vegetables, such as lettuce or spinach ♦ 3/4 cups of vegetable juice
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	♦ a whole fruit, such as a medium apple, banana, or orange ♦ a grapefruit half ♦ a melon wedge ♦ 3/4 cup of juice ♦ 1/2 cup of berries ♦ 1/2 cup cooked or canned fruit ♦ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 - 11** servings from entire group (include several servings of whole-grain products daily)	♦ 1 slice of bread ♦ 1/2 hamburger bun, English muffin, or bagel ♦ a small roll, biscuit, or muffin ♦ 3 to 4 small or 2 large crackers ♦ 1/2 cup cooked cereal, rice, or pasta ♦ 1 ounce of ready-to-eat breakfast cereal ♦ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding; 4 servings for teens who are pregnant or breast-feeding)	♦ 1 cup of milk ♦ 8 ounces yogurt ♦ 1 1/2 ounces of natural cheese ♦ 2 ounces processed cheese
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (include dry beans and peas often)	♦ 2-3 ounces equal one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adapted from: "Nutrition and Your Health: Dietary Guidelines for Americans, "United States Departments of Agriculture and Health and U.S. Department of Human Services. Washington, DC, 1995.

FOOD AND NUTRITION BOARD, NATIONAL ACADEMY OF SCIENCES–NATIONAL RESEARCH COUNCIL
RECOMMENDED DIETARY ALLOWANCES,[a] Revised 1989 (Abridged)

Designed for the maintenance of good nutrition of practically all healthy people in the United States

Category	Age (years) or Condition	Weight[b] (kg)	Weight[b] (lb)	Height[b] (cm)	Height[b] (in)	Protein (g)	Vitamin A (μg RE)[c]	Vitamin E (mg α-TE)[d]	Vitamin K (μg)	Vitamin C (mg)	Iron (mg)	Zinc (mg)	Iodine (μg)	Selenium (μg)
Infants	0.0–0.5	6	13	60	24	13	375	3	5	30	6	5	40	10
	0.5–1.0	9	20	71	28	14	375	4	10	35	10	5	50	15
Children	1–3	13	29	90	35	16	400	6	15	40	10	10	70	20
	4–6	20	44	112	44	24	500	7	20	45	10	10	90	20
	7–10	28	62	132	52	28	700	7	30	45	10	10	120	30
Males	11–14	45	99	157	62	45	1,000	10	45	50	12	15	150	40
	15–18	66	145	176	69	59	1,000	10	65	60	12	15	150	50
	19–24	72	160	177	70	58	1,000	10	70	60	10	15	150	70
	25–50	79	174	176	70	63	1,000	10	80	60	10	15	150	70
	51+	77	170	173	68	63	1,000	10	80	60	10	15	150	70
Females	11–14	46	101	157	62	46	800	8	45	50	15	12	150	45
	15–18	55	120	163	64	44	800	8	55	60	15	12	150	50
	19–24	58	128	164	65	46	800	8	60	60	15	12	150	55
	25–50	63	138	163	64	50	800	8	65	60	15	12	150	55
	51+	65	143	160	63	50	800	8	65	60	10	12	150	55
Pregnant						60	800	10	65	70	30	15	175	65
Lactating	1st 6 months					65	1,300	12	65	95	15	19	200	75
	2nd 6 months					62	1,200	11	65	90	15	16	200	75

NOTE: This table does not include nutrients for which Dietary Reference Intakes have recently been established (see *Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride* [1997] and *Dietary Reference Intakes for Thiamin, Riboflavin, Niacin, Vitamin B_6, Folate, Vitamin B_{12}, Pantothenic Acid, Biotin, and Choline* [1998]).

[a] The allowances, expressed as average daily intakes over time, are intended to provide for individual variations among most normal persons as they live in the United States under usual environmental stresses. Diets should be based on a variety of common foods in order to provide other nutrients for which human requirements have been less well defined.

[b] Weights and heights of Reference Adults are actual medians for the U.S. population of the designated age, as reported by NHANES II. The median weights and heights of those under 19 years of age were taken from Hamill et al. (1979). The use of these figures does not imply that the height-to-weight ratios are ideal.

[c] Retinol equivalents. 1 retinol equivalent = 1 μg retinol or 6 μg β-carotene.

[d] α-Tocopherol equivalents. 1 mg d-α tocopherol = 1 α-TE.

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FOOD AND NUTRITION BOARD, INSTITUTE OF MEDICINE–NATIONAL ACADEMY OF SCIENCES
DIETARY REFERENCE INTAKES: RECOMMENDED INTAKES FOR INDIVIDUALS

Life-Stage Group	Calcium (mg/d)	Phosphorus (mg/d)	Magnesium (mg/d)	Vitamin D (µg/d)[a,b]	Fluoride (mg/d)	Thiamin (mg/d)	Riboflavin (mg/d)	Niacin (mg/d)[c]	Vitamin B_6 (mg/d)	Folate (µg/d)[d]	Vitamin B_{12} (µg/d)	Pantothenic Acid (mg/d)	Biotin (µg/d)	Choline[e] (mg/d)
Infants														
0–6 mo	210*	100*	30*	5*	0.01*	0.2*	0.3*	2*	0.1*	65*	0.4*	1.7*	5*	125*
7–12 mo	270*	275*	75*	5*	0.5*	0.3*	0.4*	4*	0.3*	80*	0.5*	1.8*	6*	150*
Children														
1–3 yr	500*	**460**	**80**	5*	0.7*	**0.5**	**0.5**	**6**	**0.5**	**150**	**0.9**	2*	8*	200*
4–8 yr	800*	**500**	**130**	5*	1*	**0.6**	**0.6**	**8**	**0.6**	**200**	**1.2**	3*	12*	250*
Males														
9–13 yr	1,300*	**1,250**	**240**	5*	2*	**0.9**	**0.9**	**12**	**1.0**	**300**	**1.8**	4*	20*	375*
14–18 yr	1,300*	**1,250**	**410**	5*	3*	**1.2**	**1.3**	**16**	**1.3**	**400**	**2.4**	5*	25*	550*
19–30 yr	1,000*	**700**	**400**	5*	4*	**1.2**	**1.3**	**16**	**1.3**	**400**	**2.4**	5*	30*	550*
31–50 yr	1,000*	**700**	**420**	5*	4*	**1.2**	**1.3**	**16**	**1.3**	**400**	**2.4**	5*	30*	550*
51–70 yr	1,200*	**700**	**420**	10*	4*	**1.2**	**1.3**	**16**	**1.7**	**400**	**2.4**[f]	5*	30*	550*
> 70 yr	1,200*	**700**	**420**	15*	4*	**1.2**	**1.3**	**16**	**1.7**	**400**	**2.4**[f]	5*	30*	550*
Females														
9–13 yr	1,300*	**1,250**	**240**	5*	2*	**0.9**	**0.9**	**12**	**1.0**	**300**	**1.8**	4*	20*	375*
14–18 yr	1,300*	**1,250**	**360**	5*	3*	**1.0**	**1.0**	**14**	**1.2**	**400**[g]	**2.4**	5*	25*	400*
19–30 yr	1,000*	**700**	**310**	5*	3*	**1.1**	**1.1**	**14**	**1.3**	**400**[g]	**2.4**	5*	30*	425*
31–50 yr	1,000*	**700**	**320**	5*	3*	**1.1**	**1.1**	**14**	**1.3**	**400**[g]	**2.4**	5*	30*	425*
51–70 yr	1,200*	**700**	**320**	10*	3*	**1.1**	**1.1**	**14**	**1.5**	**400**	**2.4**[f]	5*	30*	425*
> 70 yr	1,200*	**700**	**320**	15*	3*	**1.1**	**1.1**	**14**	**1.5**	**400**	**2.4**[f]	5*	30*	425*
Pregnancy														
≤ 18 yr	1,300*	**1,250**	**400**	5*	3*	**1.4**	**1.4**	**18**	**1.9**	**600**[h]	**2.6**	6*	30*	450*
19–30 yr	1,000*	**700**	**350**	5*	3*	**1.4**	**1.4**	**18**	**1.9**	**600**[h]	**2.6**	6*	30*	450*
31–50 yr	1,000*	**700**	**360**	5*	3*	**1.4**	**1.4**	**18**	**1.9**	**600**[h]	**2.6**	6*	30*	450*
Lactation														
≤ 18 yr	1,300*	**1,250**	**360**	5*	3*	**1.5**	**1.6**	**17**	**2.0**	**500**	**2.8**	7*	35*	550*
19–30 yr	1,000*	**700**	**310**	5*	3*	**1.5**	**1.6**	**17**	**2.0**	**500**	**2.8**	7*	35*	550*
31–50 yr	1,000*	**700**	**320**	5*	3*	**1.5**	**1.6**	**17**	**2.0**	**500**	**2.8**	7*	35*	550*

NOTE: This table presents Recommended Dietary Allowances (RDAs) in bold type and Adequate Intakes (AIs) in ordinary type followed by an asterisk (*). RDAs and AIs may both be used as goals for individual intake. RDAs are set to meet the needs of almost all (97 to 98 percent) individuals in a group. For healthy breastfed infants, the AI is the mean intake. The AI for other life-stage and gender groups is believed to cover needs of all individuals in the group, but lack of data or uncertainty in the data prevent being able to specify with confidence the percentage of individuals covered by this intake.

[a] As cholecalciferol. 1 µg cholecalciferol = 40 IU vitamin D.

[b] In the absence of adequate exposure to sunlight.

[c] As niacin equivalents (NE). 1 mg of niacin = 60 mg of tryptophan; 0-6 months = preformed niacin (not NE).

[d] As dietary folate equivalents (DFE). 1 DFE = 1 µg food folate = 0.6 µg of folic acid (from fortified food or supplement) consumed with food = 0.5 µg of synthetic (supplemental) folic acid taken on an empty stomach.

[e] Although AIs have been set for choline, there are few data to assess whether a dietary supply of choline is needed at all stages of the life cycle, and it may be that the choline requirement can be met by endogenous synthesis at some of these stages.

[f] Because 10 to 30 percent of older people may malabsorb food-bound B_{12}, it is advisable for those older than 50 years to meet their RDA mainly by consuming foods fortified with B_{12} or a supplement containing B_{12}.

[g] In view of evidence linking folate intake with neural tube defects in the fetus, it is recommended that all women capable of becoming pregnant consume 400 µg of synthetic folic acid from fortified foods and/or supplements in addition to intake of food folate from a varied diet.

[h] It is assumed that women will continue consuming 400 µg of folic acid until their pregnancy is confirmed and they enter prenatal care, which ordinarily occurs after the end of the periconceptional period—the critical time for formation of the neural tube.

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Food Composition Table

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Vegetables																
Broccoli, frozen, chopped 1/2 cup	92	25	2.9	4.9	0.1	0.1	0	0	174	37	0.05	0.08	0.4	47	0.56	22
Carrots, canned, 1/2 cup slices	73	17	0.5	4	0.1	0.1	0	0	1006	2	0.01	0.02	0.4	19	0.47	176
Green beans, canned, 1/2 cup	68	13	0.8	3.1	0.1	0	0	0	24	3	0.01	0.04	0.1	18	0.61	170
Lettuce salad, 1/2 cup shredded	26	5	0.4	1	0.1	0	0	0	53	5	0.01	0.02	0.1	19	0.39	3
Potatoes, hash brown, homemade 1/2 cup	78	163	1.9	16.6	10.9	1.3	4.2	•	•	5	0.06	0.02	1.6	6	0.63	19
Spinach, 1/2 cup boiled	90	21	2.7	3.4	0.2	0.1	0	0	737	9	0.09	0.21	0.44	122	3.21	63
Tomato, 1 raw	123	24	1.1	5.3	0.3	0.1	0	0	139	22	0.07	0.06	0.7	8	0.59	10
Fruits																
Apple, raw w/ skin 1 med.	138	81	0.3	21.1	0.5	0.1	0.1	0	7	8	0.02	0.02	0.1	10	0.25	1
Apricots, raw 3 med.	106	51	1.5	11.8	0.4	0.1	0	0	277	11	0.03	0.04	0.6	15	0.58	1
Banana, raw 1 med.	114	105	1.2	26.7	0.6	0.1	0.2	0	9	10	0.05	0.11	0.6	7	0.35	1
Grapes, raw 1 cup	92	58	0.6	15.8	0.3	0.1	0.1	0	9	4	0.09	0.05	0.3	13	0.27	2
Kiwi, raw 1 med.	76	46	0.8	11.3	0.3	•	•	•	13	75	0.02	0.04	0.4	20	0.31	4
Orange, raw 1 med.	140	65	1.4	16.3	0.1	0	0	0	26	80	0.12	0.06	0.4	56	0.17	1
Orange juice, from concentrate, 8 fl. oz.	249	112	1.7	26.8	0.1	0	0	0	19	97	0.20	0.05	0.5	22	0.24	2
Orange juice, fresh, 8 fl. oz.	248	111	1.7	25.8	0.5	0.1	0.1	0	50	124	0.22	0.07	0.1	27	0.50	2
Peach, raw 1 med.	87	37	0.6	9.7	0.1	0	0	0	47	6	0.02	0.04	0.9	5	0.10	0
Pear, canned light syrup, 1 cup	251	144	0.5	38.1	0.1	0	0	0	0	2	0.03	0.04	0.4	13	0.70	13
Plum, raw 1 med.	66	36	0.5	8.6	0.4	0.1	0	0	21	6	0.03	0.06	0.3	2	0.07	0
Prune juice, 8 fl. oz.	256	181	1.6	44.7	0.1	0	0	0	1	11	0.04	0.18	2	30	3.03	11
Raisins, seedless 2/3 cup	100	300	3.2	79.1	0.5	0.1	0.2	0	1	3	0.16	0.09	0.8	49	2.08	12
Strawberries, raw, 1 cup	149	45	0.9	10.5	0.6	0.3	0	0	4	85	0.03	0.10	0.3	21	0.57	2
Breads and Cereals, Rice, and Pasta																
Bran flakes, 3/4 cup 1 oz.	28	93	3.6	22.2	0.5	•	•	•	375	•	0.40	0.40	5	14	8.10	264
Macaroni, enriched, cooked 1 cup	140	159	5.2	33.7	0.7	•	•	0	•	0	0.20	0.11	1.5	11	2.25	1
Oatmeal, quick, old fashioned, 1/3 cup dry	28	109	4.6	18.4	1.9	•	•	•	•	•	0.19	0.03	0.2	14	1.08	1
Oatmeal, w/ raisins and spice 1 pkg. prep.	158	161	4.3	31.8	1.8	•	•	•	440	•	0.51	0.36	5.5	165	6.58	225
Popcorn, air popped, 1 cup	6	23	0.8	4.6	0.3	•	0	•	•	1	•	0.01	0.1	1	0.20	0
Popcorn, w/ fat and salt, 1 cup	9	41	0.9	5.3	2	•	0.9	•	•	0	•	0.01	0.2	1	0.20	175
Pretzels, 1 oz.	28	111	2.6	22.4	1	•	•	•	•	0	0.09	0.07	1.2	7	0.55	451
Rice, white enriched, cooked, 1/2 cup	80	85	2	19	0	0	0	0	0	0	0	0	1	22	0.70	0
Rolls, dinner/pan 1 roll	28	85	2.4	14	2.1	•	•	•	•	0	0.14	0.09	1.1	33	0.83	155
Wheat bread, 1 slice	24	61	2.3	11.3	1	•	•	0	•	0	0.11	0.08	1.1	30	0.84	129
White bread, 1 slice	24	64	2	11.7	0.9	•	•	•	•	0	0.11	0.07	0.9	30	0.68	123
Whole wheat bread, 1 slice	25	61	2.4	11.4	1.1	•	•	•	•	0	0.09	0.05	1	18	0.86	159

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Food Composition Table, Cont'd.

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Milk, Yogurt, and Cheese																
Lowfat milk 2% fat, 8 fl. oz.	244	121	8.1	11.7	4.7	0.2	2.9	18	140	2	.10	.40	0.2	297	122	122
Skim milk, 8 fl. oz.	245	86	8.4	11.9	0.4	0	0.3	4	149	2	.09	.34	0.2	302	0.10	126
Skim (nonfat dry) milk 8 fl. oz.	245	90	8.8	12.3	0.6	0	0.4	5	149	2	.10	.43	0.2	316	0.12	130
Whole milk, 3.3% fat 8 fl. oz.	227	150	8.0	11.4	8.2	0.3	5.1	33	76	2	.09	.40	0.2	291	0.12	120
Lowfat yogurt 8 fl. oz.	227	144	11.9	16	3.5	0.1	2.3	14	36	2	.10	.49	0.3	415	0.18	159
Fruit flavor yogurt 8 fl. oz.	28	225	9.0	42.3	2.6	0.1	1.7	10	27	1	.08	.37	0.2	314	0.14	121
American, processed cheese 1 oz.	28	106	6.3	0.5	8.9	0.3	5.6	27	82	0	.01	.10	0	124	0.11	406
Cheddar cheese, 1 oz.	28	114	7.1	0.4	9.4	0.3	6.0	30	86	0	.01	.11	0	204	0.19	176
Monterey cheese, 1 oz.	28	106	6.9	0.2	8.6	•	•	•	•	0	•	.11	•	212	0.20	152
Mozzarella cheese, 1 oz.	28	79	7.8	0.9	4.9	0.1	3.1	15	54	0	.01	.10	0	207	0.07	150
Swiss cheese, 1 oz	28	107	8.1	1	7.8	0.3	5	26	72	0	.01	.10	0	272	0.05	74
Ice cream, vanilla 10% fat 1 cup	133	269	4.8	31.7	14.3	0.5	8.9	59	133	1	.05	.33	0.1	176	0.12	116
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts and Seeds																
Bacon, cured, 3 med. pieces	19	109	5.8	0.1	9.4	1.1	3.3	16	0	6	0.13	0.05	1.4	2	0.31	303
Beef, ground, baked well done 3.5 oz.	100	274	30.3	0	16	0.6	6.3	107	•	0	0.05	0.31	5.4	9	2.96	64
Beef and vegetable stew, 1 cup	245	218	15.7	15.2	10.5	•	4.9	•	•	17	0.15	0.17	4.7	29	2.90	91
Chicken, light meat w/o skin, roasted	100	173	30.9	0	4.5	1	1.3	85	9	0	0.07	0.12	12.4	15	1.06	77
Egg, 1 large fried	46	83	5.4	0.5	6.4	0.7	2.4	246	83	0	0.03	0.13	0	26	0.92	144
Peanut butter, 1 Tbsp.	16	95	4.6	2.2	8.2	2.5	1.7	0	•	•	0.01	0.01	1.9	5	0.30	75
Peanuts, dry roasted 1 oz.	28	164	6.6	6.0	13.9	4.4	1.9	0	0	0	0.12	0.03	3.8	15	0.63	228
Peanuts, oil roasted 1 oz.	28	165	7.6	5.3	14	4.4	1.9	0	0	0	0.08	0.03	4.2	24	0.54	4
Pinto beans, 1 cup boiled	171	235	14	43.9	0.9	0.3	0.2	0	0	4	0.32	0.16	0.7	82	4.47	3
Pork chops w/brown gravy 6.5 oz. entree	184	252	22.1	4.4	16.2	•	•	•	•	1	0.43	0.20	4.3	9	2.50	367
Sausage, fresh 1 link	13	48	2.6	0.1	4.1	0.5	1.4	11	•	0	0.10	0.03	0.6	4	0.16	168
Sunflower seeds, 1 oz.	28	165	5.5	6.8	14.1	9.3	1.5	0	•	•	0.03	0.07	2	20	1.1	1
Fast Foods																
Cheeseburger, 1 reg. sandwich	112	299	14.8	28.3	15.1	•	•	45	•	1	0.26	0.24	3.7	136	2.33	672
French fries, 3 oz.	85	274	3.4	33.1	14.2	•	•	14	•	5	0.11	0.03	1.8	14	0.71	30
Hamburger, w/ 4 oz. meat	174	444	24.9	37.6	21.1	•	•	71	•	2	0.38	0.38	7.8	75	4.84	762
Pizza, cheese 1 slice	120	290	14.6	39.1	8.6	•	•	56	•	2	0.34	0.29	4.2	220	1.61	698
Pizza, pepperoni 1 slice	120	306	13	36.7	11.5	•	•	•	•	2	0.32	0.29	5.1	196	2.52	817

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Food Composition Table, Cont'd.

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Miscellaneous																
Cola, 12 fl. oz.	370	151	0.1	38.5	0.1	•	•	0	0	0	0	0	0	9	0.13	14
Cola, diet, 12 fl. oz.	355	2	0.2	0.3	0	0	0	0	0	0	0.02	0.08	0	12	0.11	21
Orange soda, 12 fl. oz.	372	179	0	45.8	0	•	•	0	•	0	0	0	0	15	0.26	52
Milk choc. bar, 1.65 oz.	47	254	3.8	27.1	14.5	•	•	•	•	•	0.04	0.17	0.2	94	0.52	35
Milk choc. w/ almonds	28	151	2.6	14.5	10.1	•	4.5	•	•	0	0.02	0.12	0.2	65	0.50	23
Peanut butter and choc. bar, 2 oz.	57	260	4	38	12	•	•	•	•	•	•	•	•	•	•	100
Peanut bar, 1.6 oz.	45	240	8	21	14	•	•	•	•	•	•	•	•	•	•	110
Bite-size fruit snacks, 1 pouch	26	100	1	21	2	•	•	•	•	•	•	•	•	•	•	105
Corn chips, 1 oz.	28	153	1.7	16.6	8.8	•	•	•	•	0	0.05	0.3	0	2	•	218
Potato chips, 1 oz.	28	148	1.8	14.7	10.1	5.2	2.6	0	0	12	0.04	0.01	1.2	7	0.34	133
Tortilla chips, reg. or nacho 1 oz.	28	150	2	18	8	•	•	•	•	•	•	•	•	•	•	155
Brownie w/nuts—homemade 1 brownie	20	97	1.3	10.2	6.3	•	1.4	•	•	0	0.04	0.02	0.1	8	0.40	50
Cake, devil's food—homemade 1 piece	60	227	3.4	30.4	11.3	•	•	•	•	0	0.08	0.11	0.7	68	1.03	160
Doughnuts, yeast, 1 doughnut	42	176	2.7	16	11.3	•	2.8	•	•	0	0.07	0.07	0.6	16	0.60	99
Pie, cherry—homemade, 1/8 pie	118	308	3.1	45.3	13.3	•	3.5	•	•	0	0.02	0.02	0.6	17	0.40	359
Margarine, soft 1 Tbsp.	•	100	0	0	11	4	2	0	•	•	•	•	•	•	•	95
Molasses, blackstrap, 1 Tbsp.	20	43	0	11	0	0	0	•	•	•	0.02	0.04	0.4	137	3.20	19
Salad dressing—thousand Island, 1 Tbsp.	16	59	0.1	2.4	5.6	3.1	0.9	•	50	•	•	•	•	2	0.10	109
Sugar, white granulated, 1 tsp.	4	15	0	4	0	0	0	•	•	0	0	0	0	0	0	0

Sources: USDA Food Handbooks

•Denotes "information not available." Do not assume that the value would be zero.

LEGEND

WT=weight
KCAL=calories
PRO=protein
CHO=carbohydrate
FAT=fat
PUFA=polyunsaturated fatty acids
SFA=saturated fatty acids
CHOL=cholesterol
A(RE)=vitamin A (retinol equivalent)
C=vitamin C (ascorbic acid)
B-1=vitamin B-1 (thiamin)
B-2=vitamin B-2 (riboflavin)
NIA=niacin
Ca=calcium
Fe=iron
Na=sodium

The nutrient data provided in the Food Composition Table should be seen only as an approximation and used strictly as a guide in learning activities.

The many factors which affect the amounts of nutrients in foods include:

- animal diets
- mineral content of soil
- types of fertilizer used on samples
- season of the year
- method of storage
- length of storage
- processing methods
- methods of analysis
- moisture content of analyzed samples
- method of food preparation

Therefore, many different nutrient values will be reported in a variety of reliable resources.

Child Development

TA 5c
TEKS 1A

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TA 6
TEKS 1A

One-Day Menu for a Pregnant Woman

Instructions: Use the handouts Teaching Aid 2, " A Pattern for Daily Food Choices"; Teaching Aid 3, "Recommended Dietary Allowances"; Teaching Aid 4, "Dietary Reference Intakes"; and Teaching Aids 5a–c, "Food Composition Table." Find foods on the Food Composition Table that meet the requirements for a pregnant woman, and represent your ideas on the menu below. List the amounts of the particular nutrients found in each food item, and then total them to find if you have planned a menu that meets the RDA for one day.

	Protein	*Folate*	*Vitamin B_{12}*	*Calcium*	*Phosphorus*	*Magnesium*	*Iron*
Breakfast							
Snack							
Lunch							
Snack							
Dinner							
Snack							
Total							
Nutrient RDA's							

Two Guests for Lunch

Setting: Mother's Womb. She is carrying twins: one boy and one girl.
Characters: Narrator, Baby Boy, Baby Girl. **Time:** 11:30 A.M.

Narrator: Pregnancy is a very important stage in the life cycle. Many young women do not realize that their nutritional health during the years before they become pregnant has an effect on their future pregnancy and the development of the fetus. It is also important to realize that decisions the expectant mother makes about nutrition affect her baby's health and its future. As we begin our story, Baby Girl and Baby Boy are discussing the fact that they think it is time for lunch.

Baby Girl: (loudly, complaining) Mom!! He's touching me!!

Baby Boy: (frustrated) Excuse me Baby Girl, but you are on my side of the womb!

Baby Girl: (angry) Your side!

Baby Boy: (apologetically) I'm sorry, I think that we're both a little grouchy because mom hasn't eaten anything since breakfast. I think I'll soothe my hunger by sucking on my thumb.

Baby Girl: I'm sorry too. I know I'm hungry! By the way, that isn't your thumb, that's my big toe!

Baby Boy: (shocked) YUCK!!

Baby Girl: Well anyway..... What do you hope mom has for lunch?

Baby Boy: We know she needs four servings of milk every day, so I hope she eats some yogurt or drinks a big, tall glass of milk.

Baby Girl: I hope she goes for the chicken sandwich on the whole wheat bun, with orange juice, spinach salad, a banana, an apple, some peanuts, and....

Baby Boy: (excited) Wait a minute! If she eats all that she won't have any room for us!

Baby Girl: Well, then let's think this through. Mom needs six servings of breads and cereals in a day...

Baby Boy: I love breads and cereals!

Baby Girl: She needs three servings of meat.

Baby Boy: I love meat!

Baby Girl: She can eat other sources of vegetable protein, like dried beans and peas...

Baby Boy: I love dried beans and peas!

Baby Girl: .....one serving of a vitamin C-rich fruit or vegetable every day, several servings of dark green and yellow vegetables weekly, and several servings of other fruits and vegetables.

Baby Boy: I love fruits and vegetables!

Baby Girl: (exasperated) Well, Baby Boy, what is it that you don't love?!

Baby Boy: Uh, well....(loudly, with hand to mouth, shouting at Mom) I don't like waiting for lunch!

Baby Girl: (quietly) shhh!..listen! Do you hear what I hear?

Baby Boy: I think so. Is that crunching?

Baby Girl: That is crunching!!

Baby Boy: (excitedly) OH BOY !....LUNCH !!!

TA 8
TEKS 1A

Child Development

Nutrition During Pregnancy

Directions: The meals on the left reflect a basic 1500 calories menu. Revise the meal plans to show serving size adjustments or menu substitutions for a day's meals that would meet the nutritional needs of a pregnant woman.

Morning Meal 1 scrambled egg 1 slice buttered wheat toast 1 cup milk 1 medium orange	**Revised Morning Meal**
Noon Meal 2 ounces boneless baked fish 1/2 cup macaroni and cheese 1/2 cup broccoli 1 cup milk 1/2 cup blueberries 1 roll	**Revised Noon Meal**
Evening Meal 2 ounces lean broiled sirloin steak 1/2 cup black-eyed peas 1/2 cup carrots 1 slice whole-wheat bread 2 cups unsweetened tea 1 medium apple	**Revised Evening Meal**
Snacks During the Day 2 ounces cheddar cheese 6 saltine crackers 1 cup vanilla ice cream	**Revised Snacks**

Signs of Pregnancy

- Absence of Menstruation
- Fullness of Breasts
- Nipple Secretion
- Positive Pregnancy Test
- Nausea and Vomiting
- Changes in Appetite
- Excessive Need of Sleep
- Frequent Urination
- Quickening
- Abdominal Changes
- Changes in Vagina and Cervix
- Fetal Heartbeat

Understanding Basic Human Body Systems

Explanation

Cells are the basic unit structure of all living things, and all life activities are performed by cells. In *one-celled organisms*, a single cell must perform all life functions by itself. In *multi-celled organisms*, similar cells performing a special job are grouped into tissues. Tissues that work together to perform a specific function form organs, and organs that work together to carry on a major life function form systems.

The human body is composed of the following systems that carry on basic life processes.

- Digestive System
  Digestion, performed by the digestive system, is the process of breaking food down into materials that can be absorbed and used by body cells. Organs in the digestive system include the mouth, salivary glands, esophagus, stomach, small intestine, large intestine, gall bladder, pancreas, and liver.
- Respiratory System
  Respiration is the release of energy from digested food. The respiratory system consists of the nose and mouth, respiratory passages, lungs, and diaphragm. When oxygen is delivered via the blood cells, it is combined with glucose in a chemical process that releases energy and produces wastes in the form of carbon dioxide and water.
- Excretory System
  Excretion is the elimination of wastes from the body. The lungs, kidneys, and skin are organs that perform the excretion process. Carbon dioxide and water produced during respiration are exhaled through the lungs. Water, salt, and other wastes are excreted through the skin as sweat. The kidneys perform the main functions of excretion by filtering wastes from the blood and producing urine which is eliminated through the ureters, bladder, and urethra.
- Circulatory System
  The *circulatory system* transports materials in the blood to and from cells throughout the body. It consists of blood, heart, blood vessels, and lympathics.
- Nervous System
  The *nervous system*, consisting of the brain, spinal cord, and sense organs, is the communications center of the body. Its functions include relaying messages, processing information, and regulating body activities.

Understanding Basic Human Body Systems, Cont'd.

- Endocrine System
  The *endocrine system* controls and regulates body activities through production of chemical called hormones. Organs in the human endocrine system include the pituitary glands, thyroid glands, parathyroid glands, adrenal glands, pancreas, and ovaries or testes.
- Skeletal System
  Functions of support and movement are enabled by the skeletal and muscular systems of the body. The *skeletal system* consists of bones and joints that support and shape the body and permit movement. Skeletal muscles work with bones to produce movement.
- Reproductive System
  The *reproductive system* enables the production of offspring. The testes are the male reproductive organs; ovaries are female reproductive organs.

What Do You Know About PKU?

1. What is phenylketonuria or PKU?

2. What causes PKU?

3. What are the effects of PKU on infants and children?

4. How is PKU diagnosed? When is testing conducted?

5. What is phenylalanine? Why is it important?

6. How is PKU treated?

7. What is aspartame? By what trade names is it known?

8. Why must a person with PKU not use aspartame?

9. What special diet must a person with PKU follow?

10. What alternate food sources could help a person with PKU meet the daily requirements for protein?

What Do You Know About PKU?

— Answer Key —

1. **What is phenylketonuria or PKU?**
   Phenylketonuria (PKU) is a disorder in which there is a deficiency of the enzyme that metabolizes phenylalanine in the liver.

2. **What causes PKU?**
   PKU is inherited and is present at birth. Symptoms of PKU result from the buildup of phenylalanine of toxic levels in the blood.

3. **What are the effects of PKU on infants and children?**
   If not treated, babies born with PKU will experience abnormal brain development resulting in mental retardation. Once PKU is diagnosed, newborns are given a special diet to prevent buildup of phenylalanine. Infants with PKU, for example, cannot be breast-fed.

4. **How is PKU diagnosed? When is testing conducted?**
   Tests are available to diagnose PKU; the most common test currently used is the Guthrie test. In Texas, all newborns are required by state law to be tested for PKU a few days after birth.

5. **How is phenylalanine? Why is it important?**
   Phenylalanine is one of the essential amino acids which make up protein. All essential amino acids must be present for protein synthesis to occur; therefore, some phenylalanine is required for the body to synthesize proteins.

6. **How is PKU treated?**
   PKU is treated through a special diet which must begin before the infant is two years old and continue throughout the individual's life.

7. **What is aspartame? By what trade names is it known?**
   Aspartame is an artificial sweetener composed of methanol and two amino acids — phenylalanine and aspartic acid. It is known by the trade names NutraSweet and Equal.

8. **Why must a person with PKU not use aspartame?**
   Aspartame cannot be used by a person with PKU because it contains phenylalanine as an additive.

9. **What special diet must a person with PKU follow?**
   The diet must avoid high-protein foods and include fruits, vegetables, and cereals. No soft drinks or other foods to which aspartame has been added can be consumed.

10. **What alternate food sources could help a person with PKU meet the daily requirements for protein?**
    Answers will vary. Infants must use a special formula, since milk is not allowed.

Stages of Labor and Delivery Worksheet

Stages	Key Words	Characteristics
Stage 1		
Stage 2		
Stage 3		

Birth Options Summary Sheet

Birth Options	Characteristics	Possible Complications	Effects on Mother	Effects on Infant
Prepared Childbirth				
Childbirth with Medication				
Caesarean Section				
Hospital Delivery				
Home Delivery				

Child Development

TA 13
TEKS 3B

Methods of Delivery

◆ You have been hired by a local health care professional to write a brochure targeted for couples who are expecting their first child. Begin by researching textbooks, the Internet, and/or library resources to gather information about methods of delivery.

The brochure must have these parts to be complete:
- a title
- a cover with illustrations
- a clear, detailed description of each method of delivery.

Organize how you will begin working on the brochure. Plan and prepare a visual and oral presentation for the class.

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted; adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Interviews About Childbirth

1. Identify how parents make decisions and preparations relating to childbirth. Interview two mothers about ten years apart in age, and add your own conclusions about childbirth decisions and preparation. These interviews may be conducted in person, by telephone, fax, correspondence, or e-mail.

   a. Name and age of each mother:
   Name of Mother #1
   Age of Mother #1

   Name of Mother #2
   Age of Mother #2

   b. What kinds of educational preparation did you have prior to childbirth? (i.e., childbirth classes, Family and Consumer Sciences classes)

   c. What type of birth methods did you experience?
   Mother #1

   Mother #2

   d. What type of health professional attended the birth? (obstetrician, family doctor, nurse-midwife, other?)
   Mother #1

   Mother #2

   e. Did you make the choice about the birth method or did you leave the choice to the health professional? Please explain.
   Mother #1

   Mother #2

   f. Were the fathers allowed to participate in the birth?
   Mother #1

   Mother #2

Interviews About Childbirth, Cont'd.

g. Where did the birth take place? (hospital, home, alternate birth center, other)
Mother #1

Mother #2

h. Did you have any complications during delivery? If so, please explain.
Mother #1

Mother #2

i. What is your estimate of the cost of equipment, clothing, medical expenses, insurance, and child care for the baby's first year of life?
Mother #1

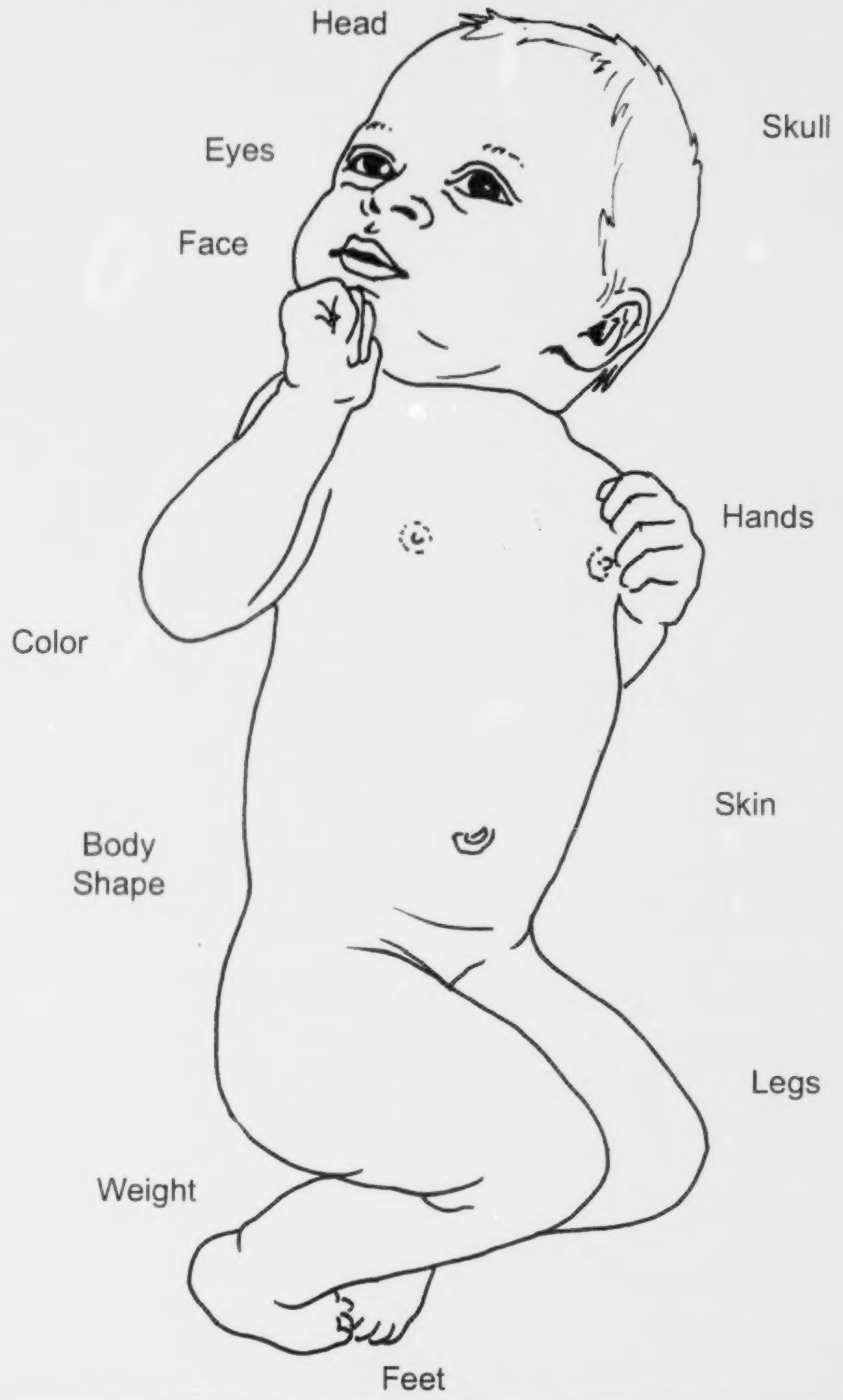
Mother #2

Conclusions

2. These are the things I learned during these interviews that will help me make intelligent choices in my life concerning childbirth decisions and preparation.
   a.
   b.
   c.

3. The following is a progress report of my interview activity written by my parent(s), adult leader(s), or the person I interviewed:
(requested, but not required)

Characteristics of the Newborn

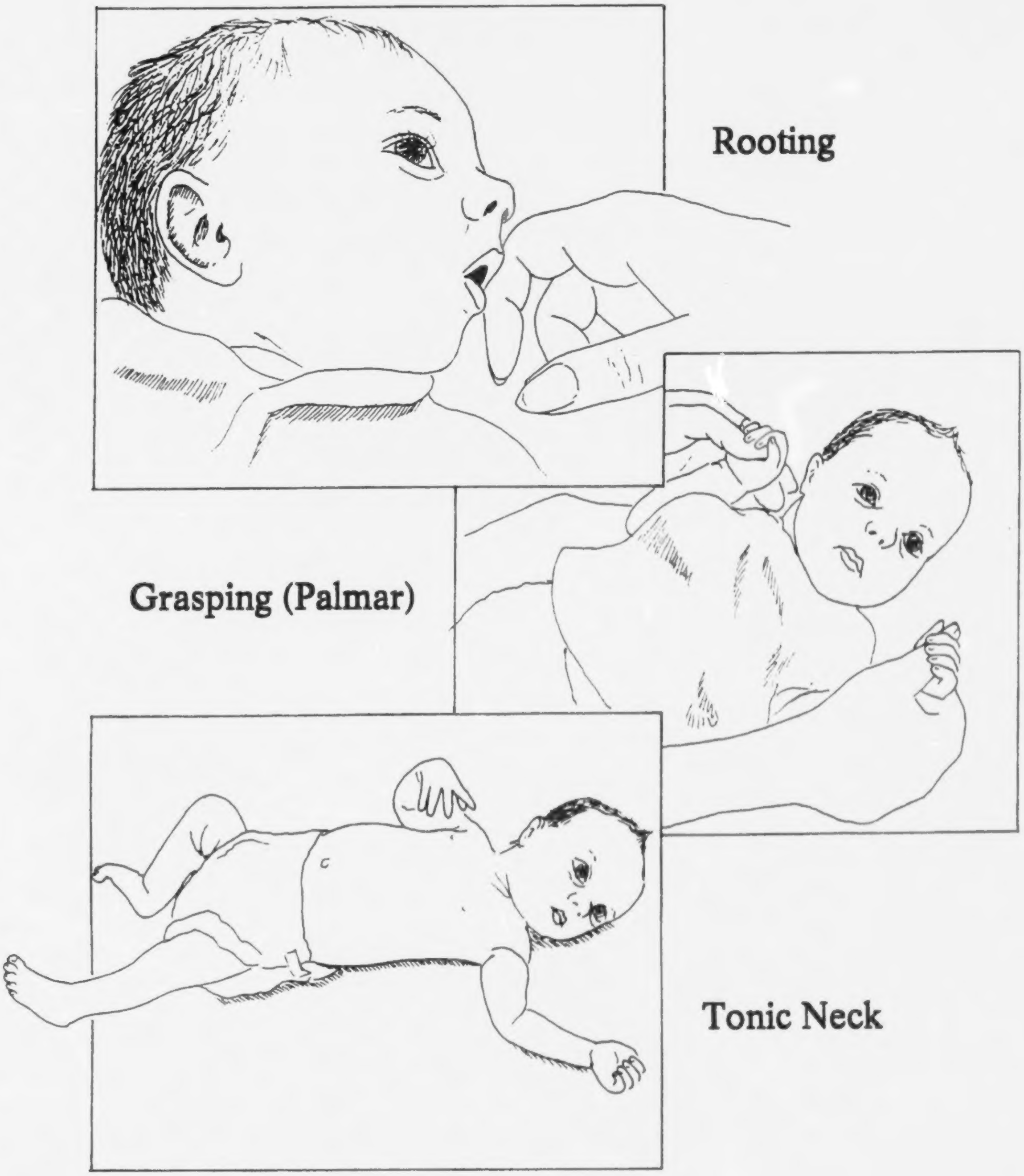

Head
Skull
Eyes
Face
Hands
Color
Skin
Body
Shape
Legs
Weight
Feet

Reflexes

Reflex	Stimulation	Response*
Rooting	Cheek stroked with finger or nipple	Head turns; mouth opens
Sucking	Finger or object in infant's mouth	Sucks using tongue and mouth
Moro (Startle)	Sudden stimulus, such as loud noise or being dropped	Extends legs, arms, and fingers; arches back, draws back head
Tonic neck	Head turned to one side	Extends arms and legs on that side; flexes opposite limbs
Babinski	Sole or foot stroked	Toes fan out; foot twists in
Grasping (Palmar)	Something placed in palm of hand	Makes tight grasp; will grasp tighter if object is pulled away
Stepping (Walking)	Held upright with feet touching flat surface	Appears to walk in coordinated way

**These behaviors cease a few months after birth.*

Reflexes

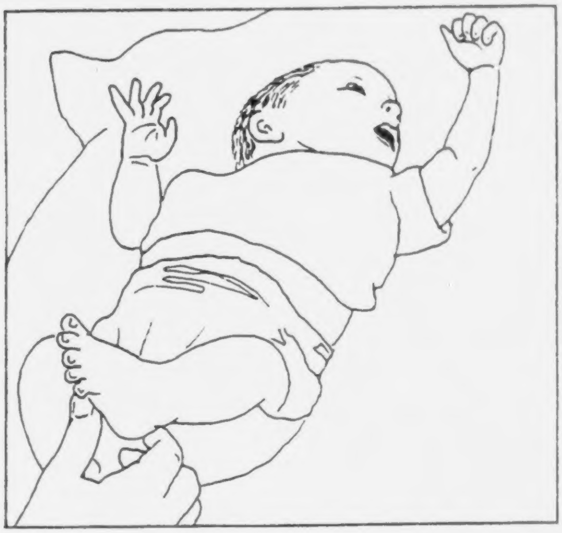


Rooting

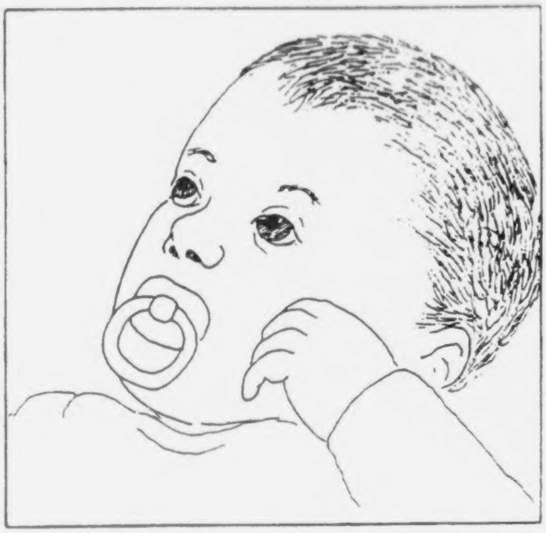
Grasping (Palmar)

Tonic Neck

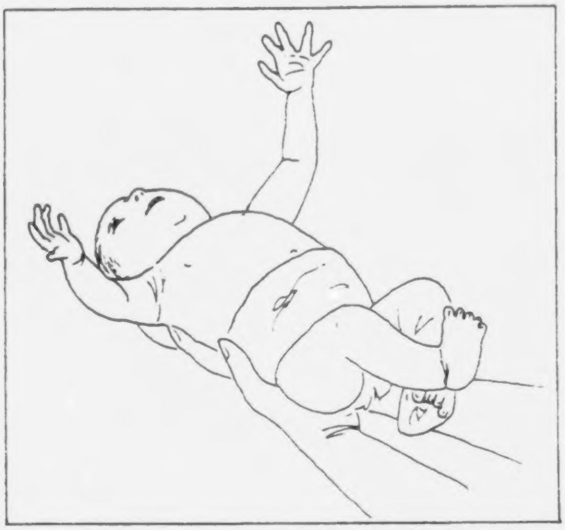
Reflexes



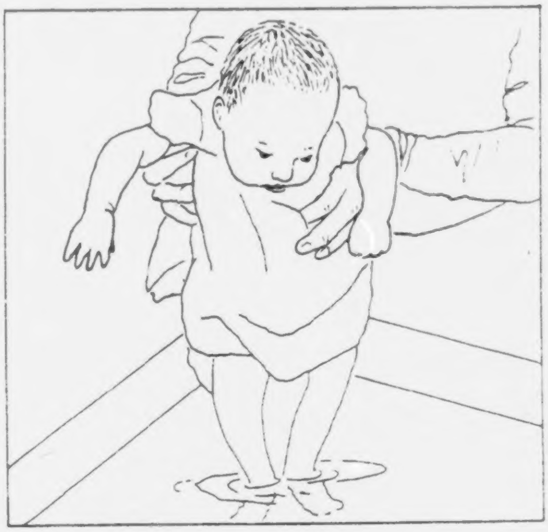
Babinski



Sucking



Moro (Startle)



Stepping (Walking)

Perceptual Skills of the Newborn

Seeing	The baby can focus both eyes on the same point; follow a moving object with the eyes; discriminate some colors.
Hearing	The baby can respond to various sounds, especially the human voice; makes discriminations among slightly different sounds.
Smelling	The baby reacts strongly to some smells, such as ammonia and anise (licorice).
Taste	The baby can tell the difference between salty and sweet tastes and prefers sweet tastes; tells the difference between sour and bitter.
Touch	The baby responds to touch over most of the body, especially on the hands and mouth.

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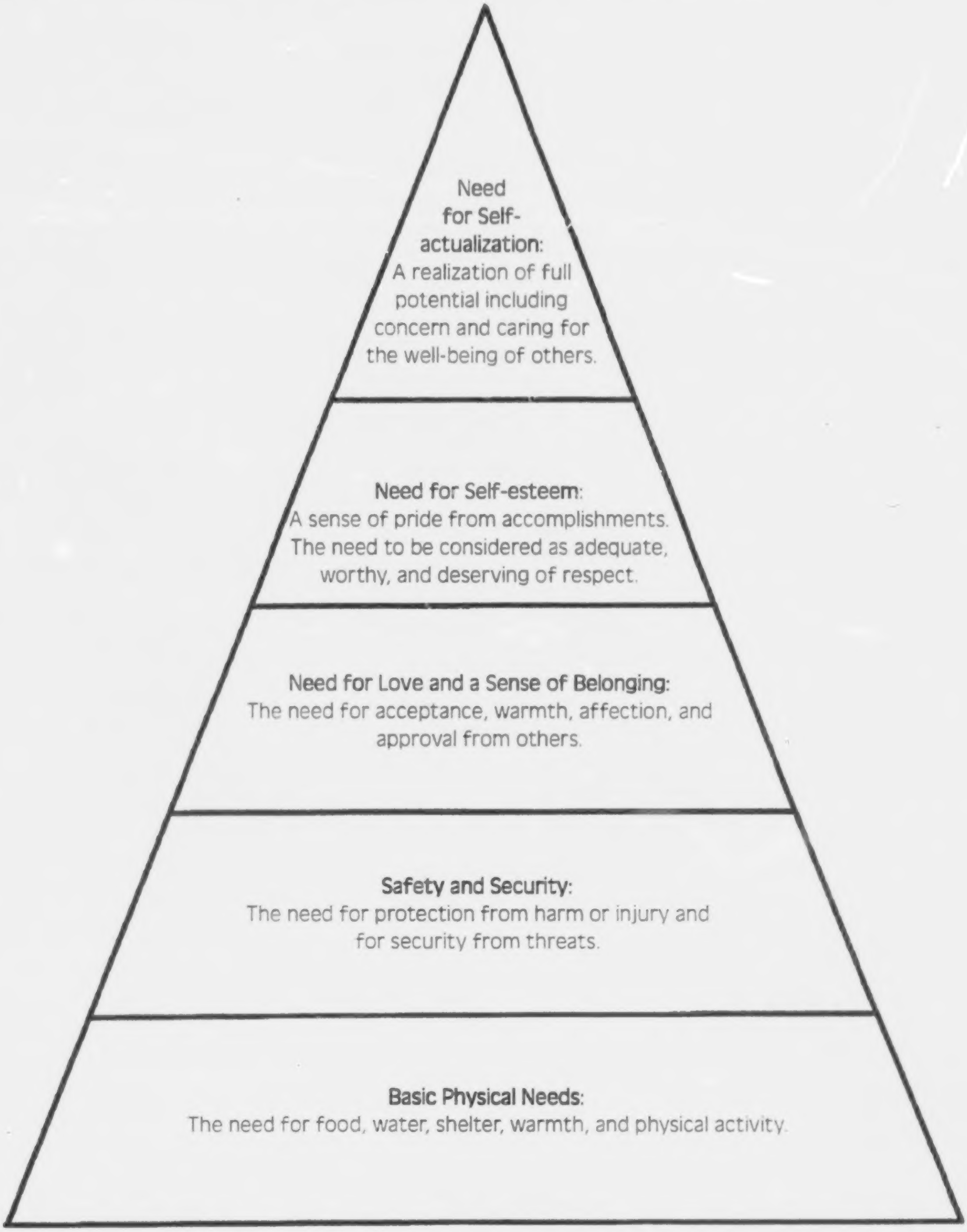
Maslow's Hierarchy of Needs

▲ Abraham Maslow was a psychologist who studied the needs that affect human behavior. He identified five levels of human needs and placed them in a pyramid as illustrated below. The needs at the lower level of the pyramid must be met before the next higher need on the pyramid can be meet.



Need for Self-actualization: A realization of full potential including concern and caring for the well-being of others.

Need for Self-esteem: A sense of pride from accomplishments. The need to be considered as adequate, worthy, and deserving of respect.

Need for Love and a Sense of Belonging: The need for acceptance, warmth, affection, and approval from others.

Safety and Security: The need for protection from harm or injury and for security from threats.

Basic Physical Needs: The need for food, water, shelter, warmth, and physical activity.

Source: Maslow, A.H. (1971). *The farther reaches of human nature.* New York: Viking Press.

Teaching Strategies for Infants from Birth to Four Months

◆ Infants rapidly gain control of their muscles. As infants learn this control, they develop basic feelings of emotional security. Intellectual development occurs as infants discover their surroundings. Infants get information through their physical senses and motor activity. Teaching Strategies used with infants should meet basic needs as well as aid in development.

Physical Development	
Caregiver Strategy	**Objective**
Dress infant in comfortable non-restrictive clothing to allow freedom of movement.	Encourage development of muscular control.
Hold infants in sitting, standing, and various lying positions.	Encourage development of muscular control.
Place colorful, inviting objects within infant's vision and reach so that the infant may try to grasp them.	Encourage development of visual skills as well as muscular control.
Select quiet, gentle music and move it around the room.	Encourage use of hearing to locate sound.
Shorten or lengthen activities to establish a pattern for sleeping.	Help infant develop regular sleeping habits.
Emotional and Social Development	
Caregiver Strategy	**Objective**
Provide pleasant experiences, such as bathing, snuggling, talking, and smiling.	Encourage expression of enjoyment.
Provide a soothing touch, calm voice, music, and talk when the infant shows stress.	Reduce stress.
Use the same caregiver to provide gentle, consistent care of the infant.	Encourage being familiar with one caregiver.
Hold the infant so the caregiver is within the infant's range of vision. Smile and talk softly.	Help establish eye contact and voice recognition.

Teaching Strategies for Infants from Birth to Four Months, Cont'd.

Intellectual Development

Caregiver Strategy	Objective
Place colorful stimulating objects in infant's range of vision and reach. Allow time for the child to focus or play with the object.	Encourage development of differentiation.
Record repetitions, changes, and new sounds made by the infant.	Encourage language development.
Talk and sing to the infant while feeding and changing diapers and clothes.	Encourage language development.

Tender Care

Hearing and Talking

Infants can hear even before they are born. Infants do different things when they hear different sounds. When infants hear sounds, they make sounds. Infants may make a short "ah" sound as early as two to four weeks of age. As the infant grows, the "ah" sound will become coos, gurgles, and bubbles, then will turn into the letter sounds of real speech.

Smile Activity

This is a game to play when you are feeding, bathing, diapering, or holding the infant. Make eye contact with the infant and talk, sing, coo, gurgle, babble, and smile, smile, smile. The infant will quickly catch on and move and make sounds back to you.

Seeing

Babies can see as soon as they are born. Newborn babies can see the differences between light and dark, and soon see colors. Encouraging the infant to look at different colors, patterns, and objects strengthens the eye muscles. By providing the infant with bright and different things to look at, you are helping the child to learn that the world is an interesting place.

Watch the Light Activity

Cover a small flashlight with red or yellow cellophane. Move the flashlight slowly from side to side in front of the infant's face. Do not shine the light directly into the infant's eyes. Gradually the infant will follow the light with his/her eyes.

Touching and Feeling

Touching the infant is one of the most important things that you do. Touching shows the infant that you love and care about him/her and that you are there to help him/her learn and grow.

Rattle Touch Activity

Gently roll a round rattle across the infant's stomach and back, up and down the arms and legs, and against the bottoms of the feet. Talk to the infant about the parts of the body as the rattle touches them.

Tender Care, Cont'd.

Reaching and Grasping

Infants are born with a grasp and a reaching reflex. The Infant will automatically open and close his/her fingers tightly around any object placed in the palm of the hand. At first the reach is slow and clumsy; however, it will become quick and accurate after a few months of practice. It is important to help the infant learn to reach and grab things. The infant's arms and hands are able to reach and grasp most easily when the body is well supported. The infant likes to explore objects and people; therefore, reaching and grasping are important.

Hands Open Up Activity

Move infants' arms up and down gently until he/she open his/her fists. Opening his/her fist indicates that his/her arms are relaxed. Move the infant's hands to touch his/her face and body and your face and hands.

Movement

The infant's physical development follows a fixed order. First the infant will have control over the head and neck muscles, followed by control over arms, hands, trunk, and finally legs and feet. Physical stimulation provided by the caregiver will encourage muscle control.

Leg Highs Activity

Put your fingers behind the infant's knees. Lift the legs very slowly and gently to straighten them and spread them apart. Wait until his/her muscles are relaxed before going on with exercise. Do not force the infant's body.

Observing Positive Caregiver Techniques

Location and name of observation site:

Number of infants in the site:

Age range of the infants in the site:

Record the following observations:

1. Caregiver holding, cuddling, stroking, talking, or singing softly to the infant to stimulate the senses and gives the infant a love message.
2. Caregiver provides simple shapes and bright or contrasting colors for the infant to view.
3. Caregiver holds a toy close to the baby's face and moves it slowly, letting the infant's eyes follow it.
4. Caregiver makes eye contact with the infant while holding and playing with him or her.
5. Caregiver provides a variety of items with different textures and shapes for the infant to feel.
6. Caregiver uses rattles, squeak toys, wind-up toys, or records to introduce new sounds to the infant.
7. Caregiver carries or rocks the infant to help the infant feel the soothing rhythm.
8. Caregiver talks to the infant to help the child become familiar with the sound of words.
9. Caregiver responds to the infant's sound by imitating the sounds. Repetition builds the brain by making stronger connections between the neurons of the infant's brain.
10. Caregiver holds, cuddles, and talks or sings to the infant while feeding and burping.

Principles of Development

- Development follows a pattern of stages and progresses through **similar** stages in about the same order. For example, infants learn to hold their head up steadily before they learn to sit up.

- Development occurs at a **different rate**. Each child is an individual and will progress through the stages of development at a different rate. For example, one infant may learn to sit up at five months, while another may not sit up until seven months.

- Development follows a **sequence** so that skills build on the child's earlier learning. Development follows a step by step sequence. For example, before the infant uses fingers to reach and grasp, he/she uses hands to reach and grasp.

- Each different area of development is **related** to the other areas. Physical, emotional, social, and intellectual development occurs continually and affects each of the others.

- Development **continues** throughout life. Sometimes it happens quickly, and sometimes it progresses slowly. It does not stop at a certain age.

Infant Observations

Location and Name of Observation Site:

Number of Infants in the Site:

Age Range of Infants at the Site:

Strategies for Promoting Development:

Physical Development	Emotional Development	Social Development	Intellectual Development
Examples Observed:	Examples Observed:	Examples Observed:	Examples Observed:

Child Development

TA 25
TEKS 5A

Theories of Human Growth, Development, and Behavior

▲ Cognitive theories emphasize development of thinking. Jean Piaget, a Swiss psychologist, believed that children pass through the following series of cognitive stages as their thinking patterns gradually simulate the thinking skills of adults:

- Sensorimotor Stage (0-2 years)
  The *sensorimotor stage* is the stage at which children develop knowledge about the relationship between their bodies and external objects by experiencing the sensations associated with motor responses.
- Preoperational Stage (2-6 years)
  The *preoperational stage* is the stage at which a child develops the capability of *representational thought*, the ability to use symbols and to picture things in his or her mind. Simple language skills begin to develop at this time.
- Concrete Operations Stage (6-12 years)
  The *concrete operations stage* is the stage at which children develop the ability to see from another point of view, to see relationships and events in two directions, to reason deductively, and to use conservation in their reasoning. *Conservation* refers to the child's ability to understand that the quantity of something can stay constant despite a possible change in its appearance.
- Formal Operations Stage (12 years-adulthood)
  The *formal operations stage* is the stage at which older children and adolescents develop the ability of abstract and logical thought. This stage is also characterized by engagement in *hypothesis testing*, the thinking of and testing of various alternatives.

Piaget believed that children begin to know the world by constructing *schemes*, or mental maps of it. As children acquire new knowledge, they attempt to fit the information into their schemes. If the new information is consistent with the child's scheme of the world, the child *assimilates*, or absorbs, the new information into the existing scheme. If the information is not consistent, then the child reorganizes patterns of understanding to fit this new information. This action, called *accommodation*, results in the child changing the scheme to match the new view of the world.

Proponents of biological or genetic-influence theories believe that patterns of development and human behavior are programmed before birth by genetic makeup. This genetic programming is the pattern for *maturation*, the unfolding of biological potential with age. Although genetic-influence theorists recognize that environment is highly correlated with personality, they assert that individuals choose environments that fit their inherent temperaments. Advocates of this theory study the effect of the body and brain upon such things as behavior, motivation, emotion, and states of consciousness.

Theories of Human Growth, Development, and Behavior, Cont'd.

Psychoanalytic theory arose from attempts by Sigmund Freud to explain deviant personality behavior in adults. Freud theorized that personality had instinctive biological roots that emerged through focus on gratification of instincts, the most prominent being sexual. Freud believed personality developed in a series of psychosexual stages; sexual energy (the *libido*) focused at each stage on a particular part of the body. Trauma during any of the following five stages resulted in emotional problems in adulthood:

- *Oral Stage* (0-2 years)
  The mouth is the focus of gratification.
- *Anal Stage* (2-3 years)
  The excretion of bodily waste is the focus; toilet training occurs.
- *Phallic Stage* (3-5 years)
  Pleasure is associated with the genitals. The key task is identification with the same-sex parent.
- *Latency Stage* (puberty, 5 years)
  Sexual gratification becomes less important than exploration, play, and learning.
- *Genital Stage* (adolescence)
  The genitals again become the focus; the key task is formation of mature sexual relationships.

Erik Erikson, a neo-Freudian psychoanalyst, proposed differing stages of development. Erikson believed that the child's need for social approval is far more pertinent to healthy development than mastery of sexual gratification urges. While recognizing that childhood experiences do impact adult functioning, Erikson believed that psychosocial development continues across the life span, with development at each new stage dependent upon effective resolution of previous stages. Erikson's stages of life are as follows:

- Trust vs. Mistrust (0-1 years)
  Infants develop fear or faith in the world depending upon the quality of the care given to them.
- Autonomy vs. Doubt (1-3 years)
  Children develop self-control and assertion or self-doubt, depending upon the amount of praise or criticism they receive from adults.
- Initiative vs. Guilt (3-6 years)
  Children make decisions that lead to feelings of initiative or feelings of guilt, depending upon the level of discouragement they feel and the amount of criticism they receive.
- Industry vs. Inferiority (puberty, 6-12 years)
  Children are expected to master skills; criticism of skills can lead to feelings of self-doubt and inferiority.
- Identity vs. Role Confusion (adolescence 12-18 years)
  Adolescents are challenged to develop a personal identity while still fitting in with peers; failure at this stage can result in identity confusion.

Theories of Human Growth, Development, and Behavior, Cont'd.

- Intimacy vs. Isolation (early adulthood, 18-35 years)
  Individuals either experience true intimacy with a partner or engage in behaviors that isolate themselves from others.
- Generativity vs. Stagnation (middle age, 35-60 years)
  Middle-aged adults either attempt to hang on to the past or move forward with a desire to contribute something to the next generation.
- Integrity vs. Despair (later adulthood, 60 plus years)
  Older adults either look back on their lives with a sense of satisfaction or a sense of despair.

Learning theories are based on *behaviorism*, which asserts that behavior is caused by external reinforcement (rewards and punishments) rather than internal, unconscious drives. Behaviorism was initiated by Ivan Pavlov, a Russian physiologist, and developed theoretically by B.F. Skinner, an American psychologist; it emphasizes learning through such processes as classical and operant conditioning.

The theory of *classical conditioning* states that when a neutral stimulus previously not associated with a response is paired with a stimulus that already evokes that response, eventually the neutral stimulus will evoke the response on its own. Pavlov discovered this principle in the 1920s while experimenting with salivating behavior of dogs. Dogs would salivate when meat powder was placed on their tongues; at the same time, Pavlov struck a tuning fork. Eventually the dogs salivated when the tuning fork sounded, even without the meat powder. After ringing the fork without feeding the dogs over a period of time, they stopped salivating; the conditioned response had become extinct. However, spontaneous recovery occurred when the two stimuli were again paired.

Operant conditioning is a learning process in which the consequences of a particular behavior encourage or discourage the future repetition of that behavior. In operant conditioning, the response occurs before the reinforcing or punishing stimulus. For example, when a child touches a hot stove (response) and feels pain (stimulus), he or she learns to avoid touching stoves. Terms associated with operant conditioning are as follows:

- *Positive reinforcement* is the presentation of a pleasant stimulus following behavior, which increases the likelihood that the behavior will be repeated. A raise in wages might reward productivity in the workplace and encourage continued productive efforts.
- *Negative reinforcement* is the withdrawal of a negative stimulus after behavior, increasing the likelihood of repeat behavior. If taking medication is followed by relief of pain, it is likely that the medication will be taken at the next occurrence of the pain.

Theories of Human Growth, Development, and Behavior, Cont'd.

- *Punishment* is the presentation of a negative stimulus or the withdrawal of a positive stimulus after behavior, which decreases the likelihood that the behavior will be repeated. It is important to note that although punishment suppresses unwanted behavior, it does not give incentives for correct behavior as do positive and negative reinforcement.

The **cognitive theory** credits learning to mental activity, arguing that while experience contributes to learning, humans use their mental processes to interpret and control stimuli that act on them. Cognitive theorists have noted that besides learning through experience, individuals learn through *modeling*, observing other people without having to experience responses personally; symbolic or pictorial representations can also take the place of personal experience.

Several factors can facilitate or hinder the complex process of learning. *Feedback*, information received about one's performance, enables an individual to adjust behavior to avoid making repeated mistakes. Learning in one situation can be carried over to a similar situation through *transfer of learning.* Such transfer is positive when skills in one area are applicable to another; it is negative when skills previously learned are inappropriate for the new situation. *Practice*, repetition of a task, is an important learning factor for building skill proficiency.

Personality development theories overlap those identified above and are generally classified according to importance of internal versus external factors.

Internal theories include those stressing genetic influence (summarized previously) and psycho-dynamic theories based on research by Freud, Adler, and Jung. *Psychodynamic theories* explain personality as a product of unconscious motivations largely shaped by internal drives and past experiences. Humanistic psychology theorizes that humans strive for *self-actualization*, realization of one's full potential and well-being; Maslow's theory of hierarchical needs exemplifies this approach. Maslow believed that self-actualized individuals perceive reality accurately, accept themselves, identify with other human beings, are problem-centered instead of self-centered, engage in deep loving relationships, and live their lives with a sense of discovery; relatively few people fully reach self-actualization, and only

Theories of Human Growth, Development, and Behavior, Cont'd.

after first satisfying the needs of physiology, safety, belonging and love, and esteem. Carl Rogers, another famous humanist, is often credited with his therapeutic contribution of *unconditional positive regard* or complete emotional support and acceptance of the client by the therapist.

Piaget's theory of cognitive development focuses on external factors affecting personality development. Behavioral psychology, pioneered by B.F. Skinner, concentrates on predicting and controlling behavior through external reinforcement techniques.

Erikson's Stages of Life

Infancy
Trust
vs.
Mistrust

Early Childhood
(ages 1-3)
Autonomy
vs.
Shame, Doubt

Preschool age
(ages 3-6)
Purpose
vs.
Fear of Failure

School-age
(ages 6-12)
Accomplishment
vs.
Inferiority

Adolescence
(ages 12-18)
Identity
vs.
Role Confusion

Young Adulthood
(ages 18-35)
Love
vs

Middle Age
(ages 35-60)
Involvement
vs.

Later Life
(ages 60+)
Integrity
vs.
Despair

Child Development

TA 27
TEKS 5B

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Concepts Related to Sociology

◆ *Socialization* is the process of learning the rules, values, and acceptable behaviors of the society in which one lives. Socialization begins during infancy; while childhood and adolescence are critical periods, the socialization process continues throughout one's life. Agents of socialization include various influences, such as persons who fill the parent role, peers, teachers, significant others, schools, religious institutions, and media. Socialization processes include the following:

- *reinforcement*
  the process of strengthening a behavior by giving or withholding a reward
- *generalization*
  inferring a general rule by observing or experiencing causes and effects
- *imitation*
  copying actions of other members of society
- *internalization*
  taking the values and behavior patterns learned from others as one's own

Communication is the means of transmitting cultural ideas from one generation to the next. The socialization process involves learning the symbols used to communicate in a particular society. *Symbols* are things that represent other things, such as gestures, signs, objects, and ultimately written and spoken language. Learning symbols and language is a complex process that includes both formal instruction and informal learning through the socialization processes defined above. As communication and information technology have expanded, the media and mass communications have become more influential in shaping and transmitting values and norms of culture. *Norms* are standards of behavior within a culture. Norms include *mores*, those moral standards considered essential to the welfare of the group and strictly enforced, and *folkways*, customs that are commonly followed but less strictly enforced. The most important norms may be codified into laws. Communication patterns and norms vary among societies and often among *subcultures* (distinct cultures within a society). Persons who flagrantly violate norms of society are called *deviants;* deviant groups require conformity to their own standards of behavior.

Each individual in a societal relationship occupies a certain *status* (social position in relation to others). Since status varies with relationships, a person may simultaneously occupy several statuses, such as female or male, sister or brother, adolescent, student, and FCCLA secretary. The status of female or male is ascribed at birth; FCCLA secretary is an achieved status. Within a given status,

Concepts Related to Sociology, Cont'd.

individuals learn the appropriate pattern of behavior, or *role*. Some positions in society are considered higher than others; *social stratification* is the layering of social positions based on such determinants as class, power, and prestige. Systems of social stratification within societies range from closed to open, depending on the degree of *mobility* (movement from one strata to the next) within the system. In a *closed system*, social position is fixed at birth, with little opportunity to change; the caste system of India. An *open system* allows movement from one social position to another; the United States is a fairly open system. Racial and cultural backgrounds are often determinants of position within society, with the dominant group occupying the position of greater power than minority groups. Those who live in poverty face numerous barriers because their lower stratum limits opportunities for good health, education, and upward mobility.

The term *institution* has a variety of definitions; in sociology, it is most often defined as established norms or systems that meet basic societal needs. The family is the institution that bears and nurtures children; educational institutions transmit learning; economic institutions distribute resources; religious institutions transmit sacred beliefs and practices; and political institutions exercise governing authority.

Societies change; world history is the history of social change. Causes of change in societies include alteration of environment, wars and imperialism, population growth and movement, scientific discoveries, and technological advances. When needs within a society are not met, groups may organize social movements to achieve change. Two examples are *reform movements*, in which groups seek improvements in existing society, and *revolutionary movements*, in which groups attempt to overthrow the existing order.

The Life Span

Childhood

Prenatal ________________________________
Infancy __________________________________
Early Childhood ___________________________
Middle Childhood __________________________

Adolescence

Early Adolescence _________________________
Middle/Late Adolescence ____________________

Adulthood

Early Adulthood ___________________________
Middle Adulthood __________________________
Late Adulthood ____________________________

Teaching Strategies for Infants from Four to Eight Months

◆ Infants from four to eight months are alert longer than younger infants. They adapt better to a scheduled routine. They can grasp, move, and bang objects intentionally. They learn to sit up without support, creep, and become able to stand with support. Some may take their first steps. They express different emotions and start interactions with others. Mentally, they learn object permanence. They also begin to imitate and repeat speech sounds. Their development progresses quickly during this period of time.

Physical Development

Caregiver Strategy	Objective
Place infant where infant can move freely and safely. (Keep crib sides up; provide floor space.)	Encourage infant to roll from back to front and from front to back.
Prop infant in sitting position with pillows. When infant can sit alone, place in a sitting position for short periods of time. Supervise carefully.	Help infant sit with and without support.
Provide floor area with safe resistance (soft vinyl or carpeting with traction, furniture to push against). Place toy slightly out of reach for motivation.	Encourage infant to creep toward and reach for objects.
Provide toys which infants can grasp without frustration. Clutch balls and well-designed rattles are appropriate.	Encourage early grasping movements.
Provide small toys (that cannot be swallowed) of any shape.	Encourage grasping with thumb and forefinger.
Place toys to the left, right, and front of child. Give and receive toys from child's left and right hands.	Encourage use of both hands.
Play banging games with blocks, balls, bells, etc.	Encourage use of both hands. Help infant develop hand coordination.
Observe infant's reactions to pictures and objects. Display infant's favorites again.	Encourage visual discrimination and perception of distance, color, and depth.
Feed solid food with small spoon. Be patient. Minimize distractions. Call food by name.	Aid infant in development of new tongue and swallowing techniques for eating.

Teaching Strategies for Infants from Four to Eight Months, Cont'd.

Emotional and Social Development	
Caregiver Strategy	**Objective**
Laugh, giggle, smile, and play funny games, such as "touch your nose," with the infant.	Help infant express joy, happiness, delight, and humor.
Comfort, hold, and rock infant. Talk softly to the infant.	Help develop feelings of security and ease infant's frustrations.
Provide favorite toys. Show pleasure in repetitive play (clapping hands, etc.).	Help develop feelings of stability and share pleasure in play.
Allow unhappy infant to show rage for a short period of time by crying, kicking legs, and waving arms. Reduce or eliminate cause of unhappiness, if possessive. Then comfort and calm the infant by touching, rubbing back and legs, rocking, and talking in a soothing tone of voice.	Allow expression of true emotions. Help infant develop feelings of security and stability.
Introduce strangers carefully. Allow infant time to become accustomed to stranger at a distance first. Assign a specific caregiver to each infant.	Help infant overcome natural fear of strangers. Provide infant the security of one principle caregiver.
Respond quickly and consistently to infant's happy, sad, and angry pleas for attention.	Encourage positive and honest social interactions. Provide feelings of security and self-esteem.
Allow infant to accomplish tasks alone when possible (pulling self up, creeping for toy, eating finger foods, etc.).	Develop self-confidence through independence in actions.
Play games with infant especially imitation games with caregiver mimicking infant and infant mimicking caregiver.	Develop communication, interaction skills, and self-esteem.

Teaching Strategies for Infants from Four to Eight Months, Cont'd.

Intellectual Development

Caregiver Strategy	Objective
Provide objects which attract attention (contrasting colors, variety in textures and designs, changes in sounds, etc.). Watch for movements the infant repeats in relation to the objects.	Stimulate sensory reactions; encourage repetition of actions.
Initiate simple actions (open mouth, smile, laugh, put finger on own nose, etc.). Wait for infant to imitate action. Offer praise and imitate action of infant.	Encourage imitation of actions and sounds.
Show the infant a toy. Play with it briefly. Hide the toy briefly. Play with it again.	Help infant develop concept of object permanence.
Cover part of an object with a blanket or cloth; wait for infant to push or pull cover off object. Play the Peek-a-Boo game with an object.	Help infant develop concept of object permanence.
Respond to infant by talking. Use normal speaking patterns and tones. Show pleasure in interaction with infant.	Encourage cooing, babbling, and smiling. Provide positive patterns for language development.
Call infant by name.	Help infant recognize his/her name. Help infant develop a positive self-concept.

Teaching Strategies for Infants from Eight to Twelve Months

Infants eight to twelve months of age move by creeping and crawling, by pulling themselves up to a standing position, and by walking around objects. Infants at this age use their thumb and fingers to grasp objects like toys they can push and pull. They try new skills, learn preferences, become possessive of people and objects, and actively search for people and objects that can no longer be seen. By twelve months of age, infants use different sounds, babbling, and words to communicate with themselves and others. They connect words with specific objects or actions. Their new ability to move around fascinates them.

Physical Development

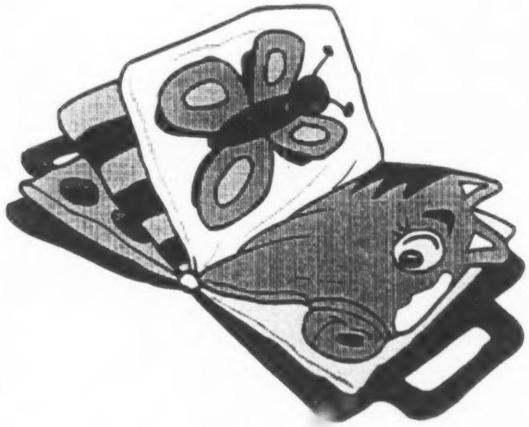
Caregiver Strategy	Objective
Provide low furniture which has no sharp edges and will not tip over. Pad corners of furniture, if needed.	Encourage pulling up to standing position and standing alone while holding on to an object. Provide a safe environment.
Provide obstacle-free floor space. Place infant's favorite toys slightly out of reach.	Encourage crawling. Show respect for infant's toy preference. Allow infant to exercise some control.
Provide low, sturdy, two or four-step equipment.	Encourage infant to crawl up stairs.
Holding infant's hand, walk slowly, and allow infant to control own step and balance movements.	Encourage walking with assistance.
Provide several objects at once that stimulate infant's interest. Occasionally give infant an object to hold in each hand.	Encourage use of one hand to hold object and one hand to reach and explore. Encourage use of two hands to hold items.
Allow infant to hold own bottle while caregiver holds infant. Allow infant to hold own cup and spoon. Serve finger foods when possible.	Encourage grasping and holding skills and independence.

Teaching Strategies for Infants from Eight to Twelve Months, Cont'd.

Emotional and Social Development	
Caregiver Strategy	**Objective**
Allow the infant to make choices. If the infant shows resistance to an action that must be taken, try to give the infant two possible choices. An example is, "Do you want to put on your hat or your mittens first?"	Help infant develop independence. Show respect for infant's preferences. Promote positive behaviors.
Praise positive behaviors. For example, say, "Mark keeps his apple on his plate. That is good Mark."	Promote positive behavior, self-esteem, and self-control.
Allow infants to do things for themselves as they show interest. Adjust time schedules to allow this.	Help infant develop independence.
Stay within sight of each infant in your care. Provide positive verbal attention even while attending other infants.	Give feelings of security.
Verbalize limits, avoiding the use of "no" whenever possible. Provide choice of other activities and materials.	Establish consistent limits without encouraging defiance.

Teaching Strategies for Infants from Eight to Twelve Months, Cont'd.

Intellectual Development	
Caregiver Strategy	**Objective**
Introduce new imitating games. For example, "This is Alicia's nose (touch Alicia's nose). Can you find Alicia's nose?"	Help infant imitate others' actions. Help infant learn names for things. Improve eye-hand coordination.
Play hiding games. For example, hide the car under the blanket or hide the ball behind you. Be sure the infant experiences both visual and manual success in finding the object.	Help infant develop concept of object permanence.
Read simple picture books with familiar objects. Encourage infant to identify objects by touching pictures.	Encourage vocabulary development.
Name important objects. Label sounds that infants make in relation to specific objects, actions, and persons. For example, when the infant says "ba" when playing with a ball, say "ball" and use it in a sentence, "Greg has a ball."	Encourage vocabulary development.
Provide writing space and materials suitable for this age group. Supervise carefully. Put up materials when the infant loses interest.	Encourage interest in writing. Development of eye-hand coordination and small motor skills.



Observing Infants at Different Stages of Development

Directions: Describe evidence of development in the appropriate box.

Infants	Physical Development	Emotional Development	Social Development	Intellectual Development
Birth to Four Months				
Four Months to Eight Months				
Eight Months to Twelve Months				

Observing Infants at Different Stages of Development, Cont'd.

1. What evidence do you see of general patterns of development?

2. What strategies did the parent or caregiver use in optimizing development of their infant?

3. In general, what differences did you observe between the three infants?

Health and Safety for Infants

▲ This chart gives developmental characteristics, health, and safety guidelines for infants. These suggestions can be applied in all levels of child care.

Developmental Characteristics	Guidelines
Babies change positions often. They move from side to side, wiggle, and turn to gradually move around in their cribs.	Choose cribs which are designed to protect the baby from lodging his/her head, legs, or arms on any part of the crib. Mattresses should be firm and properly fitted. Crib bars should be spaced so that the baby's head will not fit through the bars. Pads fitted around the inside edge of the crib protect the infant's head and keep it from slipping through the bars.
Babies like to suck on things, such as toys and crib slats.	Make sure that lead-free and non-toxic paints and finishes are used on furniture, equipment, and toys for infants. Keep small objects that a baby could swallow or fit completely into his/her mouth out of reach.
Babies are helpless in water.	Supervise infants at all times during bath-time regardless of interruptions.
Everything that a baby can see is exciting and interesting to him/her.	Give babies freedom in protected areas that are supervised closely by an adult. Gates placed at doorways and stairs help prevent babies from wandering or falling into unsafe places.
Babies use their index fingers to explore things and find out about them.	Tape or neutralize unused light sockets and electrical outlets. Place breakable items out of reach. Lock drawers and cabinets that contain hazardous items.
Babies like the challenge of exploring objects that are above their eye-level.	Lift the infant to satisfy his/her curiosity about objects above eye-level.

BROCHURE DESCRIBING EMERGENCY TECHNIQUES FOR CAREGIVERS OF INFANTS

▲ Begin by gathering information in textbooks and library resources. The brochure must include the following information to be complete:

- Title
- Guidelines for fast action
- First aid for animal bites, bleeding, bumps and bruises, burns, choking, convulsions, fainting, fractures and sprains, insect bites, poisoning, shock, and splinters
- Rescue techniques for artificial respiration and cardiopulmonary resuscitation and resources to receive training

Organize information before beginning work on the brochure. Prepare to present the brochure to the class.

Gender Expectations in Parenting

▲ For each parenting responsibility identified below, indicate whether you think it should be the father's responsibility, the mother's responsibility, or both parents' responsibility. In small groups, share your responses, noting similarities and differences. Then complete the chart at the bottom of the page.

	Father	Mother	Both
Diapering a child	____	____	____
Taking a child to the doctor	____	____	____
Taking a child to the library, reading group, or other community activities	____	____	____
Disciplining the child	____	____	____
Bathing the child	____	____	____
Staying home with the child when he or she is ill	____	____	____
Teaching the child to ride a bike	____	____	____
Teaching the child daily skills	____	____	____
Teaching the child about sharing	____	____	____
Going to school for teacher conferences	____	____	____
Attending school activities with the child	____	____	____
Teaching the child to fish	____	____	____
Helping the child with homework	____	____	____
Helping the child with hygiene skills	____	____	____
Helping the child with emotional problems	____	____	____
Helping the child with a social problem (with friends)	____	____	____

▲ Read the chart below and generate possible consequences of each type of belief for parents, children, and society. Record your response on the chart.

Traditional beliefs about parenting roles include	**Nontraditional attitudes about parenting roles include**
Mothers and fathers have gender-specific tasks: fathers play with children and are ultimately responsible for discipline; mothers perform routine tasks of care, such as diapering and bathing.	Fathers should be involved more at home, and mothers should be more involved in the world.
The father should work to support the family, and the mother should stay home to raise the children.	Parenting tasks should be shared equally by both males and females.
Mothers have natural maternal instinct and should be primarily responsible for nurturing children.	Both mothers and fathers should nurture children.
Consequences of those beliefs:	Consequences of those beliefs:

Source: *Parenting Resource Guide*. Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Copyright, 1995. Used with permission.

Distribution of Parenting Responsibilities

Assignment: Interview two sets of parents to learn ways they distribute parenting responsibilities. Interview either the father, mother, or both parents in two different families.

Identify the parents	Parents #1	Parents #2
1. Guidance and discipline of children		
2. Diapering, dressing, feeding, bathing children		
3. Laundering and caring for clothes		
4. Reading to children		
5. Providing toys and play equipment		
6. Monitoring television viewing, computer, and other technology use		
7. Attending events at school		
8. Helping children with homework		
9. Participating in parent/teacher conference at school		
10. Deciding on amount and distributing allowances		

Distribution of Parenting Responsibilities, Cont'd.

Identify the parents	**Parents #1**	**Parents #2**
11. Teaching children sports, games, and other skills		
12. Taking children to a physician		
13. Cleaning house and yard		
14. Shopping for food and preparing meals		
15. Shopping for children's clothes		

Conclusions: These are the things I learned during these interviews that will help me understand the distribution of parenting responsibilities.

1.

2.

3.

Potential Parents: What are the Costs?

David and Sonya

David is a businessman who is pleased about the idea of being a parent, but he does not see himself as the actual caregiver. Sonya is a journalist who has been working since college. Sonya is also pleased with the thought of being a parent but is anxious about working. She is still not sure what she wants to do. Financially, they are in the middle income area and could "make it" without her salary. Sonya fears being trapped at home and does not want to lose contact with her profession. How is an infant going to change David's and Sonya's pattern of living? What could they do together to fill each other's needs as well as the baby's?

Mark and Lydia

Mark and Lydia have been planning for the arrival of their new baby. Both have been participating in childbirth preparation classes and are enthusiastic about their parenthood. Mark works a daytime shift at a nearby plant, and Lydia works part-time at a department store in the evenings and on Saturdays. They both plan to share in the care of the child so they can continue their work schedule. What changes do they face, and what problems do you think they will encounter when the infant arrives?

Karen and Jeff

Jeff owns and operates a gas station, and Karen has been a secretary since she finished business college. Karen plans to quit work when the baby arrives. She is looking forward to having a baby and being home more, but she is afraid she will miss participating in the workforce. Jeff's business is growing, and he is spending longer hours trying to get organized. Karen is worried about Jeff's work load and would like to do something to help. He hopes things will not be so hectic by the time the baby comes. How will the infant change their pattern of living? How will it change Jeff's pattern of living? How will it change Karen's pattern of living? What do you think they could do together?

The Cost of Raising Children

Age	Food	Clothing	Health Care	Personal Care	Recreation, Reading, Gifts, School	Transportation	Child Care	Shelter Housing	Total
Infant									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

The Cost of Raising Children, Cont'd.

TA 38b
TEKS 6E

Age	Food	Clothing	Health Care	Personal Care	Recreation, Reading, Gifts, School	Transportation	Child Care	Shelter Housing	Total
13									
14									
15									
16									
17									

A Day in the Life of a Toddler

Directions: As a group, write an article about the physical, emotional, social, and intellectual development of toddlers. The article must have the following parts to be complete:

- ☞ Title
- ☞ Feature article, "A Day in the Life of a Toddler"
- ☞ Physical growth and development from one to three years
  - height and weight
  - proportion and posture
  - motor skills
  - sleep patterns
  - toilet training
- ☞ Emotional development from one to three years
  - the emotional roller coaster
  - handling temper tantrums
  - helping toddler express feelings
  - developing a positive self-concept
- ☞ Social development from one to three
  - general social patterns
  - imaginary friends
  - guiding toddler's behavior
- ☞ Intellectual development from one to three years
  - methods of learning
  - concept development
  - how the brain develops
  - imagination and creativity
- ☞ Cartoons, pictures, and ads can be included, but are optional
- ☞ A minimum of four pages

Toddler Observations

Directions: Observe and record the following information at the assigned child care setting.

Physical Development

Observe the nap and meal patterns of toddlers, and complete TA 41 "Nap and Meal Time for Toddlers."

Key Question:
Why should caregivers be familiar with basic physical development to provide optimal nap and eating experiences in a toddler class?

Social Development

Observe toddlers for social development, and use TA 42 "Social Development" to record the observations.

Key Questions:
What were the differences in the toddler's social skills with adults and with peers?
What responses did you observe from the other persons that were positive or negative?
How did the positive or negative responses affect the toddler's interactions with that person?

Emotional Development

Observe toddlers at play. Look for and record instances of possessiveness with toys, trying to direct or control others' actions, and increased self-control.

Key Questions:
Were the interactions typical for the age group?
How can caregivers positively reinforce social and communication skills for toddlers?

Intellectual and Language Development

Observe a toddler twelve months of age and another toddler sixteen months of age for approximately twenty to thirty minutes. Record all the words used by each toddler.

Key Questions:
How many words did the twelve-month-old toddler use?
How many words did the sixteen-month-old toddler use?
How can caregivers promote proper language development and usage?

Nap and Meal Time for Toddlers

Items to Observe	Yes	No	Remarks
Nap Time			
1. A quiet activity precedes nap time.			
2. Room is darkened as much as possible.			
3. Noise is eliminated except for soft music.			
4. Bed or mat and cover provided for each child.			
5. Children are assisted in removing shoes and other tight-fitting clothing.			
6. Personal attention is given, as needed, until each child is settled.			
7. Children are supervised during nap.			
Meal Time			
1. A quiet activity precedes meal.			
2. Children are encouraged to use the bathroom and to wash hands before going to table.			
3. Surroundings are peaceful, quiet, and neat.			
4. Adults are calm and accept that the children are learning to eat and accept new foods.			
5. Adults accept toddler's need to touch and eat food with hands.			
6. Eating utensils are safe and size is easy for the children to handle.			
7. Drinking cup is easy to handle and not over 2/3 full.			
8. Tables and chairs are suitable size for children.			
9. Portions of food are small.			
10. A new food is first offered with familiar foods.			
11. Foods include variety of color, texture, shape, temperature, and flavor.			
12. Adults assist children when necessary.			

Social Development

Student's Name ____________________ Toddler's Name ____________________
Date ______________________________ Toddler's Age ____________________
Place of Observation ____

Social Interactions	Response from Other Person
With other toddlers:	
With older children:	
With younger children:	
With familiar adults:	
With strange adults:	

Teaching Strategies for Toddlers from Twelve to Thirty-six Months

▲ Toddlers from twelve to eighteen months of age are very active as they discover their world. They touch, grasp, move, and taste. Yet toddlers may be frustrated if they cannot complete tasks without help. Teaching strategies must allow for frustrations of toddlers. Activities should allow for differences in development of each toddler.

Physical Development	
Caregiver Strategy	**Objective**
Encourage use of climbing equipment, such as padded inclines, sturdy boxes, etc.	Help toddlers develop large muscle coordination and balance.
Provide safe area and a target for toddlers to throw small, soft objects.	Encourage large and small muscle development.
Put toys and objects available for toddlers in places where they can reach, grasp, and move them.	Encourage eye-hand coordination.
Allow toddlers to help in dressing and undressing themselves as much as possible. Assist when needed.	Help toddlers develop eye-hand coordination and small muscle skills.
Allow toddlers to feed themselves as much as possible. Assist when needed.	Encourage small and large muscle coordination.
Observe and record food preferences. Introduce new foods gradually. Combine new or least favorite foods with favorite foods for needed nutrition.	Help toddlers develop a variety of tastes. Encourage good nutritional habits.
Emotional Development	
Caregiver Strategy	**Objective**
Consistently smile and laugh to show happiness. Use a firm voice and no smile to show anger.	Help toddlers develop confidence in recognizing emotions in others.
Provide opportunities and props for acting out fear, insecurity, joy, and anger.	Encourage the toddler to express emotions and resolve conflicts.

Toddlers from Twelve to Eighteen Months, Cont'd.

Emotional Development	
Caregiver Strategy	**Objective**
Provide touching, stroking, and holding interactions; accept and return physical and verbal affection.	Encourage expression of emotions and develop security with caregiver.
Allow toddlers to attempt activities by themselves. Do not interfere if toddler can succeed without help.	Encourage confidence and expand independence.

Toddlers from Twelve to Eighteen Months, Cont'd.

Social Development

Caregiver Strategy	Objective
Provide positive reinforcement for the toddler as an individual.	Help toddler develop a positive self-concept.
Provide ample materials and toys so sharing may be encouraged but not required.	Encourage development of social skills while providing for individual needs.
Recognize toddler's attempts to gain affection and attention. Respond quickly to those behaviors.	Provide security and confidence. Encourage communication.
Do not force the toddler to interact with all people. Expect different responses to different people. Accept toddler's choices.	Encourage social interaction.

Intellectual and Language Development

Caregiver Strategy	Objective
Hide toy while toddler watches. Ask child to find it. Praise successful efforts. Provide time and materials that encourage the child to search and identify the cause of certain actions, such as rolling a ball under a chair.	Help toddlers develop confidence in recognizing emotions in others.
Encourage child to imitate and pretend to perform the actions of others. Allow the child to develop and repeat own preferences.	Encourage the toddler to express emotions and resolve conflicts.
Repeat words used by the toddler. Expand toddler's words into short, simple sentences from time to time.	Encourage development of sentence formation.
Play sound games. Point out a picture of an animal, and make the sound it makes.	Help toddler develop vocabulary and encourage talking.

▲ Toddlers from eighteen to twenty-four months gain more control over large muscles and continue to develop fine motor skills. They prefer large muscle activities but also enjoy small muscle activities. Emotionally, toddlers begin to fantasize. Their behavior may become more spirited than before. They are more independent, start to share with others, and expand social relationships with others. Object permanence is understood. Vocabulary expands rapidly. Children label and recognize objects. Toddlers at this age begin using mental trial and error rather than physical trial and error.

Physical Development

Caregiver Strategy	Objective
Provide an area for kicking a ball into a cardboard box or corner.	Encourage large muscle control and coordination.
Provide space for fast and slow riding of cycles, turning curves, and riding in circles.	Encourage large muscle control and coordination. Help toddlers develop balance.
Provide materials, such as zipper boards and jars with lids, to stimulate manipulation.	Help toddlers develop small muscles control and coordination.
Provide markers and paper for child to make marks.	Encourage small muscle skills and creativity.
Use daily routines, such as dressing, feeding, and hygiene, as an opportunity for expanding child's abilities to care for self.	Encourage self-help skills.

Toddlers from Eighteen to Twenty-four Months, Cont'd.

Emotional Development

Caregiver Strategy	Objective
Communicate verbally and nonverbally to the child that he or she is still loved when the child reflects negative or angry feelings.	Encourage expression of emotions and develop self-esteem.
Listen to the child's fears and fantasies. Comfort or enjoy as appropriate. Accept the child's fears as real, reassure, convince of harmlessness, or remove object frightening child if possible.	Help toddlers develop self-esteem.
Allow child to show intense swings in emotions and behavior. Communicate your acceptance of the toddler as an individual. Suggest alternative behavior if needed.	Help toddlers develop self-esteem and encourage emotional expression and self-control of behavior.

Social Development

Caregiver Strategy	Objective
Understand that toddlers think that others feel and think as they do.	Encourage a positive self-image, and help establish identity.
Help the child identify and express verbally the feelings others show in their behavior.	Encourage awareness of others and their feelings.
Encourage and work beside a child who wants to help clean up. Explain yourself and carefully word requests to avoid the toddler's negativism.	Encourage desirable social traits.

Toddlers from Eighteen to Twenty-four Months, Cont'd.

Intellectual and Language Development

Caregiver Strategy	Objective
Allow toddlers time to work out solutions to puzzles. Offer clues to help only if asked for assistance.	Help toddlers develop use of mental trial and error skills.
Identify ideas and themes in child's symbolic play which seem important to the child.	Help identify areas important to fulfilling the children's needs.
Recognize meanings of toddler's use of words. Take care not to read extra meanings into what the child is really saying.	Provide insight into the children's meaning of different words and concepts.
Patiently answer toddlers' questions in simple, clear, short sentences.	Help toddler develop proper language skills through imitation of positive models.

▲ Toddlers between twenty-four and thirty months continue to develop better muscular control. Most are ready for toilet training. Feelings about self, such as self-image, competence, and acceptance are developing. These children still have trouble sharing. However, they are able to recognize some emotions in others. They sometimes express concern and comfort. Toddlers at this stage can mentally sort out some objects or actions. They can form some verbal thoughts although meanings of words may change.

Physical Development	
Caregiver Strategy	**Objective**
Play games with child. Observe safety and appropriateness of materials and play area.	Develop flexibility, and encourage use of large muscle group.
Make up rhyme and/or song that child can clap, dance, and sing along with.	Help toddlers develop rhythm and balance.
Provide food which will stay on a fork.	Encourage use of a fork while eating.
Ask whether child needs to go to the toilet before and after nap and outside play. Assist if necessary. Assist in clean up if needed.	Help toddlers develop positive toileting habits.
Emotional Development	
Caregiver Strategy	**Objective**
Provide experiences where chid can succeed often and feel good about himself or herself.	Encourage feelings of positive self-worth.
Be sensitive to the child's frustrations with tasks and social encounters.	Provide reassurance of the child's self-worth.
Accept the child's feelings as honest rather than manipulative.	Encourage the child's expression of emotions.

Toddlers from Twenty-four to Thirty Months, Cont'd.

Intellectual and Language Development

Caregiver Strategy	Objective
Label and verbalize children's behaviors and feelings. Provide appropriate responses to these behaviors. Praise when the child recognizes or responds to other's feelings.	Encourage the ability to recognize feelings in others. Help toddlers develop ability to sympathize.
Provide materials that require some sharing. Praise child who shares.	Encourage sharing and development of positive social skills.
Provide changes for children to help clean up, pass out items, and assist with clothing. Praise and thank for helping.	Encourage positive social skills.

Intellectual and Language Development

Caregiver Strategy	Objective
Allow each child to create his or her own classifications of actions, objects, behaviors, etc. Reinforce child's observations. Question if clarification is needed.	Encourage development of mental ability to sort and define.
Use quantity and space or position words in describing objects or actions.	Help toddlers develop the ability to understand quantity, number, and space words.
Use proper word order, stress, intonation, and expand the child's phrases to whole sentences.	Encourage proper use of words, and model the formation of good sentence structure.

▲ Toddlers from thirty to thirty-six months become more confident in their physical abilities, they need to experiment more at the intellectual level. The toddler learns to use mental symbols or words to represent absent objects and past events. Toddlers are willing to recall past experiences in dramatic and imaginative play. The new ability is also related to the child's growth in understanding and using words.

Physical Development	
Caregiver Strategy	**Objective**
Play games and sing songs which include jumping, clapping, running in place, and walking.	Encourage development of large muscle control.
Allow ample time for child to manipulate clothes. Assist and demonstrate buttoning and zipping if needed.	Encourage development of small muscle control
Plan a time in schedule for children to do as much of daily routines as possible.	Develop confidence and ability to complete self-help skills.
Emotional Development	
Caregiver Strategy	**Objective**
Accept child's initial response. Help child understand feelings and appropriate behavior. Provide activities for child to work out feelings and need for control.	Encourage development of appropriate behavior while expressing emotions.
Reinforce child's excitement with learning. Provide challenging materials, toys, and experiences which child needs to use often to master.	Encourage enthusiasm, and help develop mastery of skills.

Toddlers from Thirty to Thirty-six Months, Cont'd.

Social Development	
Caregiver Strategy	**Objective**
Provide opportunities for the child to exert acceptable control over others.	Help toddlers develop social skills needed in dealing with others.
Use daily routines to help control wait time. (Example: taking turns to wash hands)	Help toddlers develop ability to wait for needs to be met.
Intellectual and Language Development	
Caregiver Strategy	**Objective**
Have child use art to represent objects, feelings, ideas, etc. Listen to child's explanation of picture.	Encourage ability to think symbolically.
Use time words in daily routines, such as "We take a nap after lunch."	Help toddlers develop an understanding of time concepts and words.
Read aloud. Use expression. Tell storyline. Listen to children "read."	Help toddlers develop reading skills. Encourage proper use of language.
Write notes to children and others. Label objects.	Encourage child to scribble.

Selecting Appropriate Toys for Toddlers

Toy for Twelve to Eighteen Months of Age

Name of store (or title of catalog):

Name, description, and cost of toy:

Evaluation of toy:

Toy for Eighteen to Twenty-four Months of Age

Name of store (or title of catalog):

Name, description, and cost of toy:

Evaluation of toy:

Toy for Twenty-four to Thirty Months of Age

Name of store (or title of catalog):

Name, description, and cost of toy:

Evaluation of toy:

Selecting Appropriate Toys for Toddlers, Cont'd.

Toy for Thirty to Thirty-six Months of Age

Name of store (or title of catalog):

Name, description, and cost of toy:

Evaluation of toy:

Conclusion: These are the things I learned that will help me select toys that will stimulate the toddler's physical, emotional, social, and intellectual growth and development.

1.

2.

3.

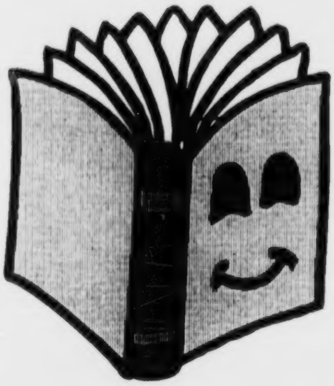
Tips for Selecting and Reading Books to Young Children

▲ How to hold a book when reading to a group of children

Use right or left hand and place three fingers on the back and little finger and thumb on the front of the book. When children are facing the reader, turn the book toward the children to allow them to see the illustrations.

Reasons for reading books to children

- meet the child's needs
- expand the child's world
- bring understanding of other people to the child
- teach social skills
- teach how things work and why things happen
- teach values and character



How to select a book for a child

- one sentence a page for two and three-year olds
- three sentences a page for four and five-year olds
- illustrations on the same or facing page as the storyline
- select for fun and meaning
- avoid fear situations for three to four-year olds
- select strong characters
- select stories with a surprise element at the end

How to prepare to read a book to children

- select a story that appeals to the reader
- practice reading the story several times
- practice using expression
- prepare and use visual aids (flannel boards, puppets, props)

How to read a book

- be enthusiastic
- ask questions
- relate the story to the child's own life
- encourage participation and interaction
- snuggle up close if reading to one or two children
- place more than two children in a semicircle facing the reader
- make certain the child/children can see the illustrations

Direct and Indirect Methods of Guidance

Direct Methods of Guidance

- Talk to the child at eye level and use simple, positive directions. Use "do's" instead of "don'ts."
- Prevent the child from hurting self or others.
- Assist the child in dealing with conflicts with others.
- Give the child a choice whenever possible.
- Demonstrate or model the desired behavior.
- Touch, guide, or lead the child by the hand for further direction.
- Encourage the child with positive feedback.

Indirect Methods of Guidance

- Provide an environment with appropriate activities to promote acceptable behavior.
- Encourage independence by providing accessible activities and equipment.
- Arrange space for cues regarding appropriate behavior.
- Provide a regular routine; schedule activities according to the child's needs.
- Provide appropriate adult supervision.

Socialization of Preschool Children

▲ Observe a preschool child (between four and six years old) interacting with other preschool children.

1. Describe the setting or situation where you observed the preschool child.

2. Describe the activity that the child was engaged in.

3. Describe how the child was playing (alone or with other children)?

4. What socialization principles did you observe?

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: FCSEA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926.

Suggestions for Playing with Preschool Children

Preschool Children

Preschoolers really enjoy play. Considerable growth and change occur in preschool children in all areas of development. They are excellent builders and makers and spend much time creating. They are also inquisitive and may ask lots of questions.

The following are some suggestions for playing with preschool children:

- Provide a variety of play activities, toys, and equipment to challenge gross motor skills. Preschool children need vehicles for riding and pedaling, balls for catching and throwing, as well as space for running, hopping, dancing, tumbling, and rolling. They also need equipment for activities, such as climbing, swinging, sliding, digging, and building.

- Provide opportunities for preschool children to develop fine motor skills. Children at this age like objects to stack, push, pull, build, fit together, and activate. They also like to practice cutting, drawing, and painting with different materials and tools.

- Preschoolers usually pretend or dramatize events with other children. They need a variety of props and experiences for simulating dramatic play, such as "dress up" clothes, housekeeping tools, and objects that symbolize actions in various roles (e.g., mothers, fathers, babies, doctors, firefighters).

- Children at this age need materials for practicing mental skills, such as matching, sorting, naming, and rearranging things, such as blocks, puzzles, and cards.

- Preschool children also enjoy music and playing games.

Play Centers for Preschool Children

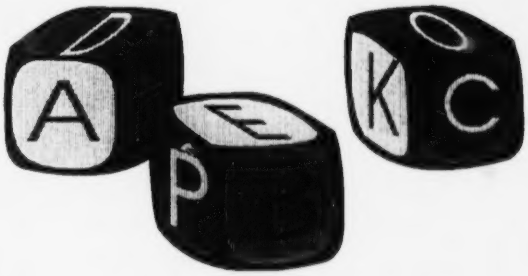
Suggestions for play centers may include the following:

Art
- crayons
- blank paper
- collage materials
- glue
- fingerpaints
- butcher paper
- aprons

Blocks
- large wooden blocks
- cars, dolls, animals

Dramatic Play
- dress-up clothes
- dishes, table, chairs, and other props
- mirror
- occupational tools

Language Arts
- books
- pens, pencils
- writing paper
- tape recorder



Manipulatives
- puzzles
- Legos
- small blocks

Music
- record player, tape player, or CD player
- music and recorded story records, tapes, CDs
- headphones

Play Centers for Preschool Children, Cont'd.

Science
- magnifying glass
- shells
- plain paper
- crayons
- variety of leaves, fossils, etc. for texture rubbings

Sensory
- tub of water
- object that floats
- play dough
- cornstarch and water mixture

Preschoolers at Play

Directions: Compare how two preschool children play in the different centers.

Play Center	Child A	Child B
Art		
Blocks		
Dramatic Play		
Language Arts		
Manipulatives		

Preschoolers at Play, Cont'd.

Play Center	Child A	Child B
Music		
Science		
Sensory		
General Comments		

Little Bear Goes Shopping

▲ Tell the preschoolers that they will be listening to a story that tells how Little Bear helped his mother buy food.

▲ Read or tell the story of "Little Bear Goes Shopping."

▲ Ask the children the following questions:

- Where do you get food?
- Where did Little Bear and his mother buy their food?
- Who buys the food for your family?
- What would you buy for a snack?
- Is that snack food nutritious?

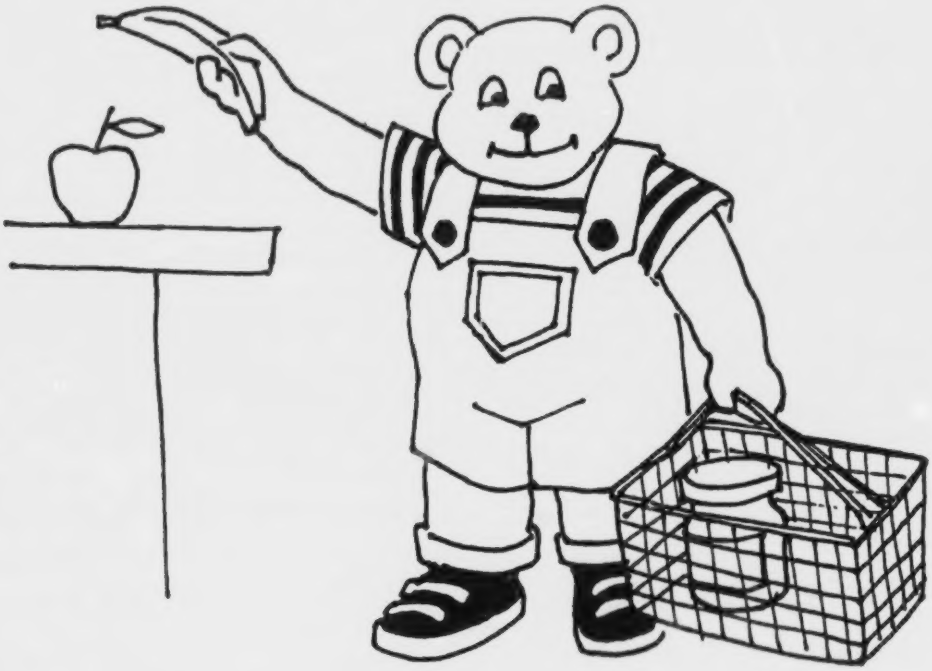
▲ Lead a pretend session in which the children role play going to the grocery store, buying food, and bringing the food home. Act out driving to the store and then walking around in the store looking for foods that you would enjoy eating at snack time. Select several nutritious snacks, and talk about them. After putting all the food into the grocery cart, take it to the checkout stand, and give it to the checker. After he or she rings it up on the cash register, give the checker some pretend money. Take the groceries home and store some in the cabinets, some in the refrigerator, and some in the freezer. Then, pretend to eat some food that you picked for snack time.

Little Bear Goes Shopping

Little Bear and his mother live in the city. Little Bear and his mother get their food at the grocery store. They get their meat, eggs, bread, milk, vegetables, fruits, and many other foods from the grocery store. Little Bear likes to give the grocery store worker the money for the food his mother buys.

One day, Little Bear and his mother went shopping for snack foods for Little Bear to take to school. He chose a banana, an apple, and some peanut butter for a sandwich. Little Bear's mother let Little Bear give the grocery worker the money for the snacks.

When Little Bear and his mother got home from shopping, they stored the food in the kitchen. Little Bear's mother was proud of Little Bear for choosing a banana, an apple, and peanut butter. She said, "Little Bear, you chose nutritious foods for snacks that will help you grow to be strong and healthy." Little Bear was happy. He liked to go shopping for food with his mother.



Sammy Senses

▲ Construct a "Sammy Senses" puppet. Cut out two eyes, one nose, one mouth, one tongue, two ears, and two hands. Glue only the mouth on a paper bag.

Introduce "Sammy Senses" (with mouth only) to the children. Tell the students that he is going to teach them about the five senses, but he will need the help of the children. He asks what needs to be added to the bag to make him complete.

As the students name the various features, tape them onto Sammy. As each feature is added, ask the students to identify the function of each by repeating, "Eyes are for seeing, ears are for hearing, nose is for smelling, tongue is for tasting, and hands are for touching."

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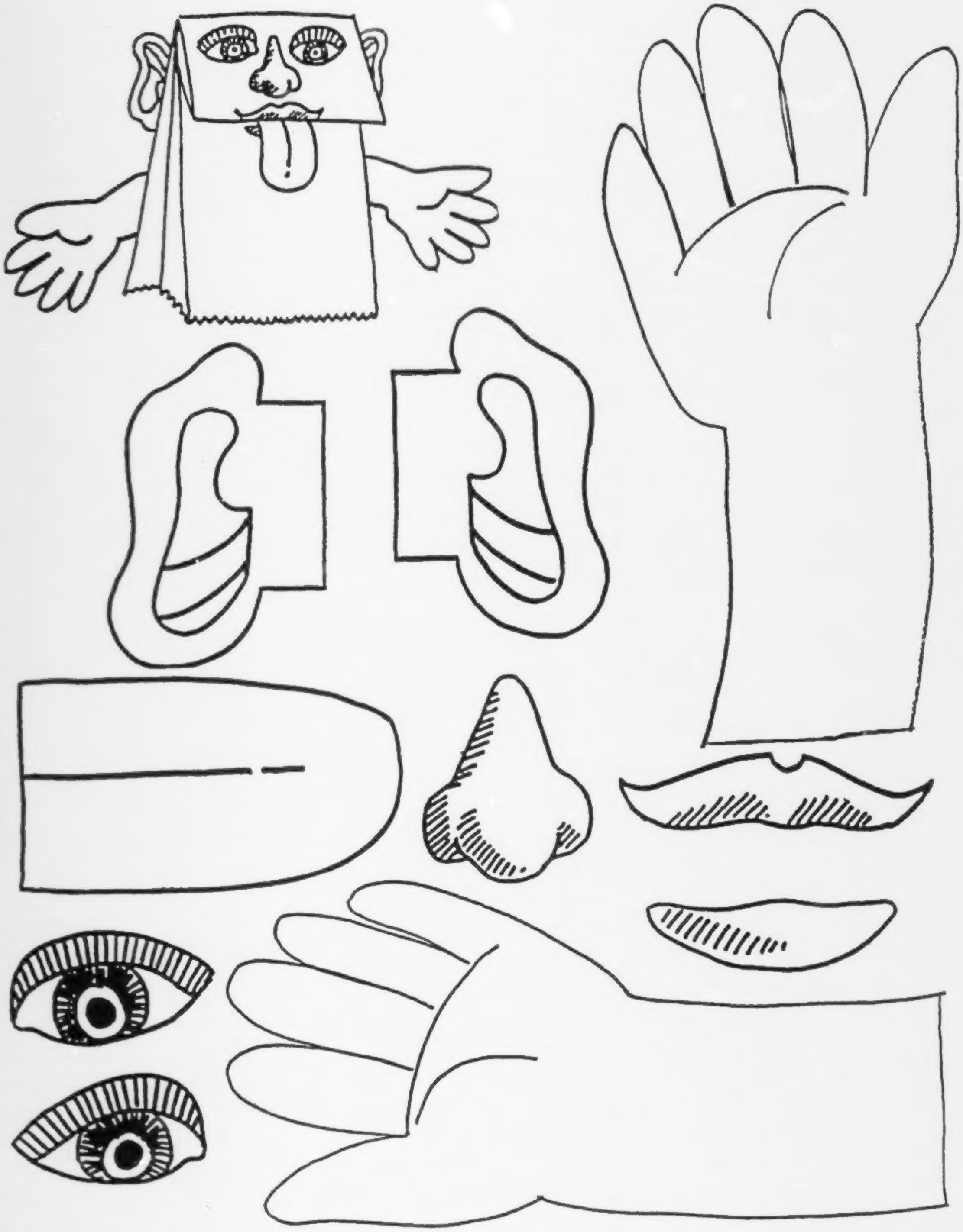
Sammy Senses Puppet



Humpty Dumpty Puzzle

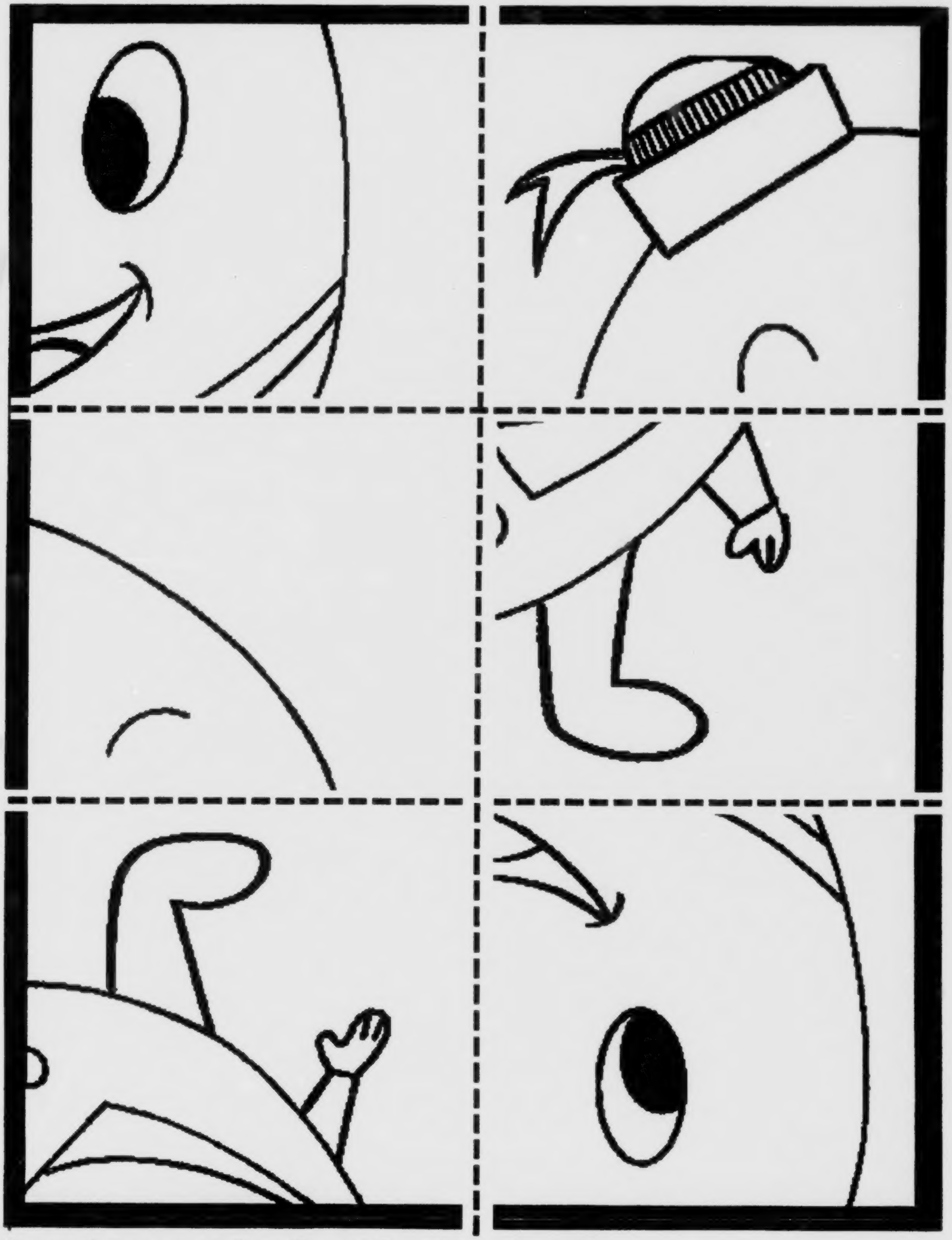
◆ Teach the preschool children the nursery rhyme, "Humpty Dumpty."

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the kings horses and all the kings men
couldn't put humpty together again.

◆ Ask the children these questions:
- What is Humpty Dumpty?
- Can they put him back together? Why?

◆ Give each child a Humpty Dumpty puzzle piece to color and bring to a central table to put Humpty Dumpty together again.

Humpty Dumpty Puzzle



Cut out the squares, and put Humpty Dumpty together again.

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Learn and Play!

Peanut Butter Play Dough
1 cup peanut butter
1 cup powdered milk
1 1/2 Tablespoons honey

(may add nuts and raisins)
Add more powdered milk a little at a time if dough is too sticky.

No Cook Dough
1 teaspoon oil
1/2 cup salt
1/2 cup water

Gradually add 1 Tablespoon cornstarch and 1 1/2 cups flour. Knead the dough. Divide dough and add color. (Add water if dough is too dry and flour if dough is too sticky.)

Glob
1/2 cup water
food color
1/2 teaspoon Borax
2 oz. glue

Pour glue and 1/4 cup water into bowl. Mix. Add color. Put 1/4 cup water in another bowl. Add Borax and mix well. Pour the two mixtures together and stir. When glob has formed into one chunk, pour off remaining liquid. Knead, stretch, and play.

Pudding Paint
Make instant pudding, and allow child to finger paint.

Match The Shape Folder Game

Directions: One or two children can use this at a time. Show children how to take turns matching the shapes (ages three and older).

Here's what you need:

- 20 shape patterns
- cardstock
- felt-tipped pens
- white glue
- scissors
- folder
- plastic zipper bag
- tape
- laminating machine or clear, adhesive-backed plastic

1 Trace the patterns on TA 56b.

2 Using the patterns, cut two of each shape out of the cardstock.

3 Decorate each pair with markers. It is important to make the pairs match.

4 Randomly glue one shape from each pair to the inside of the folder.

5 Laminate and trim the folder and the individual matching pieces.

6 Tape the plastic bag to the back of the folder.

Variations: Purchase a variety of wooden shapes from a craft store. Trace the shape on the folder, and let children match the shapes to the outline.

Use these same directions to make folder games of matching colors, adult and juvenile animals, textures, and patterns.

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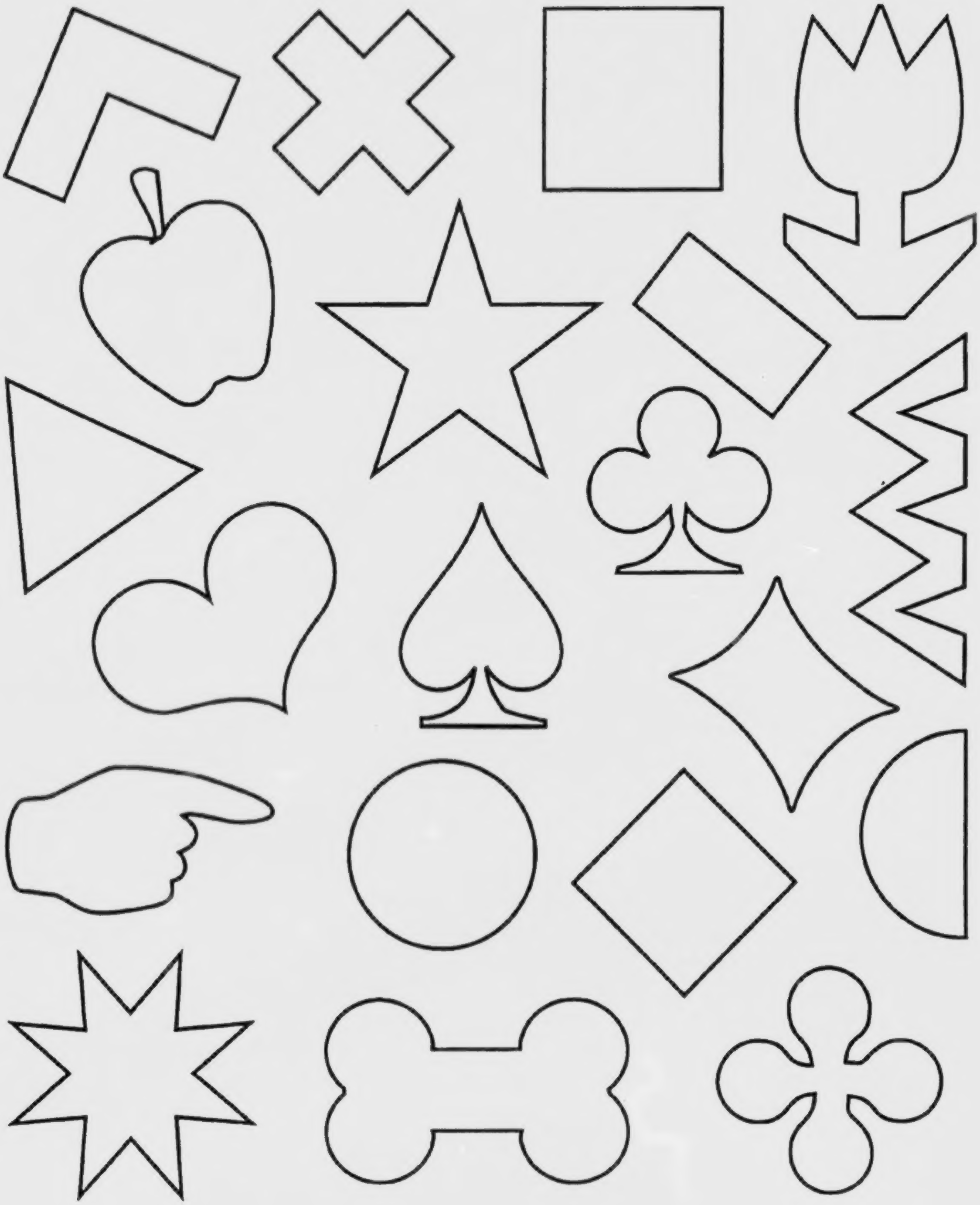
Match The Shape Folder Game, Cont'd.



Examples of Situations in Guiding Children

▲ On a separate sheet of paper, for each situation, write the letter of the statement which describes most nearly what you think should be done. Then give the reasons you think it is the most desirable action to take in the situation.

A. In a nursery school

1. It is the first day of school. Susie's mother has just brought her to nursery school. At the teacher's approach, Susie, who is three, clings to her mother. She is an only child and has not had much experience with children or been away from her mother. The teacher:
   a. suggests to Susie's mother that she say goodbye and leave, assuring her that Susie will soon be all right.
   b. takes Susie's hand and invites her to join the children in their play.
   c. smiles at Susie and asks Susie's mother to sit in the chair near where the children are playing.

2. Three children are walking up a steeply inclined board and climbing onto the jungle gym. Three other children are playing in the sandbox nearby. The teacher who is supervising the play yard stands:
   a. close to the children on the inclined board.
   b. close to the sandbox.
   c. halfway between the two groups.

3. Some three-year-old children are playing together in the sandbox at nursery school. Jose, a shy, quiet child, stands for some time watching them. The teacher:
   a. asks Jose if he wants to play in the sand.
   b. puts a spoon and truck near Jose.
   c. asks the children to invite Jose to play.

4. Three-year-old Kim, who has taken almost half of the available clay, starts to reach for some more. Several other children are using the clay. The teacher says:
   a. "Aren't you going to let the other children have some of the clay?"
   b. "You must not take any more clay, Kim. The other children want to use it, too."
   c. "Use the clay you have, Kim. The rest of the clay is for the other children to use.

5. Jennifer is playing in the housekeeping corner when she notices a teacher sitting nearby. She looks at the teacher a minute and then says, "I don't like you." The teacher replies:
   a. "Oh, I'm sure that you do. You like everyone in school."
   b. "I like you. Maybe you'll like me when you know me better.
   c. "You should not say that. It's not nice."

Examples of Situations in Guiding Children, Cont'd.

6. John is angry because there isn't time left for painting. He shouts at the teacher, "You old stink pot." The teacher says:
   a. "I know how you feel. It makes you pretty cross not to be able to paint when you want to."
   b. "Let's talk about something pleasant, John."
   c. "You mustn't talk to people that way, John. They won't like you."

7. Mary, who has a new baby brother at home, is at the table using crayons with several other children. She has ten crayons in her lap protecting them from the others. The teacher:
   a. makes sure that there are enough crayons for the other children so they do not need the ones Mary has.
   b. says, "It's selfish to take so many crayons, Mary. You'll have to leave the table if you can't share."
   c. says, "You need to use only one crayon at a time, Mary. Put them on the table. We share them with all the children."

8. Tyree is an active, aggressive four-year-old. For no apparent reason, he hits Mary as she walks past him on her way to the sandbox. Mary runs to the teacher crying, "Tyree hit me. He's a naughty boy." The teacher says:
   a. "Tyree, you mustn't hit children. We don't do that at nursery school."
   b. "That's too bad. I hope it didn't hurt much," and then adds, "Were you going to play in the sandbox?"
   c. "You can hit him when he does that. You needn't come to me."

B. At home

1. Jerry takes a big bite of mashed potato, spilling some of it in his lap. Mother says:
   a. "Don't take such a big bite, Jerry, and then you won't spill."
   b. "Take little bites, Jerry. See what nice little bites Janet is taking?"
   c. "Take little bites, Jerry. Then it will all go in your mouth."

2. Bill, who is nearly four, comes in from his play outdoors, pulls off his hat and coat, drops them on the floor. His mother:
   a. picks up hat and coat, goes after Bill and gives them to him saying, "Your hat and coat were on the floor. They belong on the hook in the closet. Take them back and hang them up before you play."
   b. goes after Bill, saying, "Your coat and hat are on the floor. They need to be hung on the hook in the closet; then you'll be ready to play." She returns with him while he picks up his wraps.
   c. picks up his hat and coat and hangs them in the closet for Bill, realizing that he is already busy with play and might object to coming back to hang up his wraps.

Examples of Situations in Guiding Children, Cont'd.

3. A mother sees four-year-old Bob hitting his playmate, Jenny, because he wants the tricycle she is using and she won't give it to him. The mother stops Bob, saying:
    a. "You are a naughty boy to hit like that. You go into the house and play until you can behave."
    b. "You should hit him right back, Jenny. That will teach him not to act that way."
    c. "Jenny's using the tricycle, Bob. You can tell her you want it when she's through. I'll help you find something else to do while you're waiting."

4. One rainy day, Betty and her friend Tanisha, are making pictures, using paste and scraps of colored paper. They put lots of paste on both sides of the scraps of paper, and they rub their fingers over the paste. Betty's mother sees them. She:
    a. says, "Do it this way. Just a little paste on one side. And try to keep your hands clean."
    b. smiles and says, "It's fun, isn't it!"
    c. says, "What a mess you've made! That's enough! You are just wasting the paste."

5. Louise is helping pick up the toys scattered over the floor when she runs off to the other end of the room and starts playing. Her mother says:
    a. "Louise, if you'll come back and help, I"ll tell you a story about what I saw this morning out the window."
    b. "If you don't come back and help, you can't go out to play with your friends."
    c. "Louise, you need to finish picking up. When the toys are all picked up, I'll tell you a story about what I saw out of the window this morning."

Guidance of Preschool Children

◆ The primary objective of guidance is to help children learn to control their own behavior and to practice positive behavior.

1. Describe the setting or situation in which you are observing the child.

2. Describe how the caregiver (i.e., teacher, parent) encourages appropriate behavior.

3. Describe how the caregiver redirected inappropriate behavior to develop positive behavior.

4. List examples of ways that the caregiver set positive behavior patterns (e.g., tone of voice, language, physical gestures).

5. Why is it important for caregivers to be consistent in guiding children?

Physiological Needs of School-age Children

1. How do physiological needs change as a child develops from newborn to school age?

2. How do the amounts of food and calories needed change from infancy to adulthood?

3. How do nutritional needs change?

4. How do amounts of sleep needed change?

5. How does exercise change?

6. What types of clothing are needed at different ages?

7. How do clothing sizes change?

8. What types of space, furnishings, and equipment do children of different ages need?

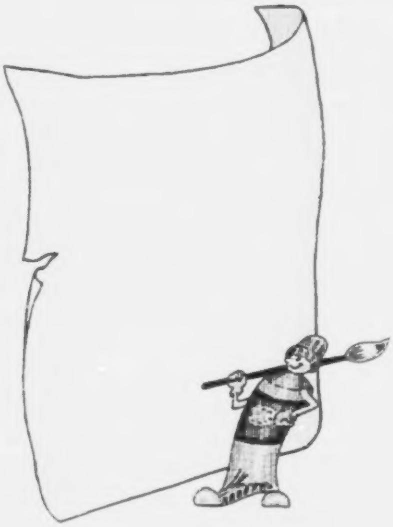
9. How is physical development affected if basic physiological needs are not met?

Development of the School-age Child

◆ Guidelines in preparing posters or information sheets should include the following:

- a title
- a clear, attractive, and easy-to-read message
- an illustration on each poster or information sheet
- four subjects:
    - ➢ physical development
    - ➢ emotional development
    - ➢ social development
    - ➢ intellectual development

◆ Students need to complete the research and decide on the three most important concepts to remember about each area of development. Students may use markers, color pencils, crayons, or pens in making the posters.



The Role of the School Environment

▲ Research the role of the school environment on the growth and development of the school-age child. At this stage in the development of the child, developing a sense of accomplishment becomes important. Now children are no longer satisfied to play at work. They want to be able to carry out real jobs and be able to do them well. Much is at stake during these school age years if we are to help develop the skills they will need the rest of their lives.

▲ The assignment must have the following parts to be complete:

- Information about the role of the school environment in the growth and development of the following:
    - Pre-kindergarten
    - Kindergarten
    - First Through Sixth Grade
    - Children with Special Needs
- Four transparencies or two hand-out pages teaching the role of the school environment in the growth and development of children from pre-kindergarten through sixth grade

▲ Prepare to present the report to the class.

The Effects of Cola on Bones and Teeth

▲ Explain that calcium is needed for bone rigidity, blood clothing, muscle contraction, and normal nerve functions. Pass around different bones for the students to observe and feel (visual, auditory and kinesthetic learning styles).

Stress that bones are composed of living cells; a broken bone will heal itself. Also point out that bones are hard because of calcium and other minerals in the bone tissue (auditory learning style).

Explain that it is important to drink three glasses of milk and eat milk produce every day because milk products are our main source of calcium (auditory learning style).

Soft drinks contain a mineral phosphorus. When large quantities of carbonated beverages are consumed, bones may weaken because the phosphorus keeps the calcium from being used by the body. Have students perform the following test to show how cola affects bones and teeth:

1. Place a small bone in a glass and cover it with cola or a similar soft drink (not diet). (Kinesthetic learning style)
2. Place a similar bone in a glass and cover it with water as a control.
3. Observe and feel what happens to the bones for five days, and record your observations on the worksheet, "The Effects of Cola on Bones and Teeth." (visual and kinesthetic learning styles)
4. Write your conclusions in the space below the observation chart.

The Effects of Cola on Bones and Teeth

1. Place a small bone (from chicken or beef steak) in a glass.
2. Cover it with cola or a similar soft drink (not diet).
3. As a control, place a similar bone in a glass, and cover it with water.
4. Observe both glasses for five days to see what happens to the bones; instruct students to record their observations on the chart below.

Day #/ Date	Bone in Water	Bone in Cola

Conclusions:

Healthy Foods for Mario

Materials Needed:
- A poster-sized picture of Mario
- Pictures of foods from magazines with rolled masking tape on the back

✏ Introduce Mario.
He is a boy the age of the students.
He needs to choose foods that will help him grow, stay healthy, and give him energy. (auditory learning style)

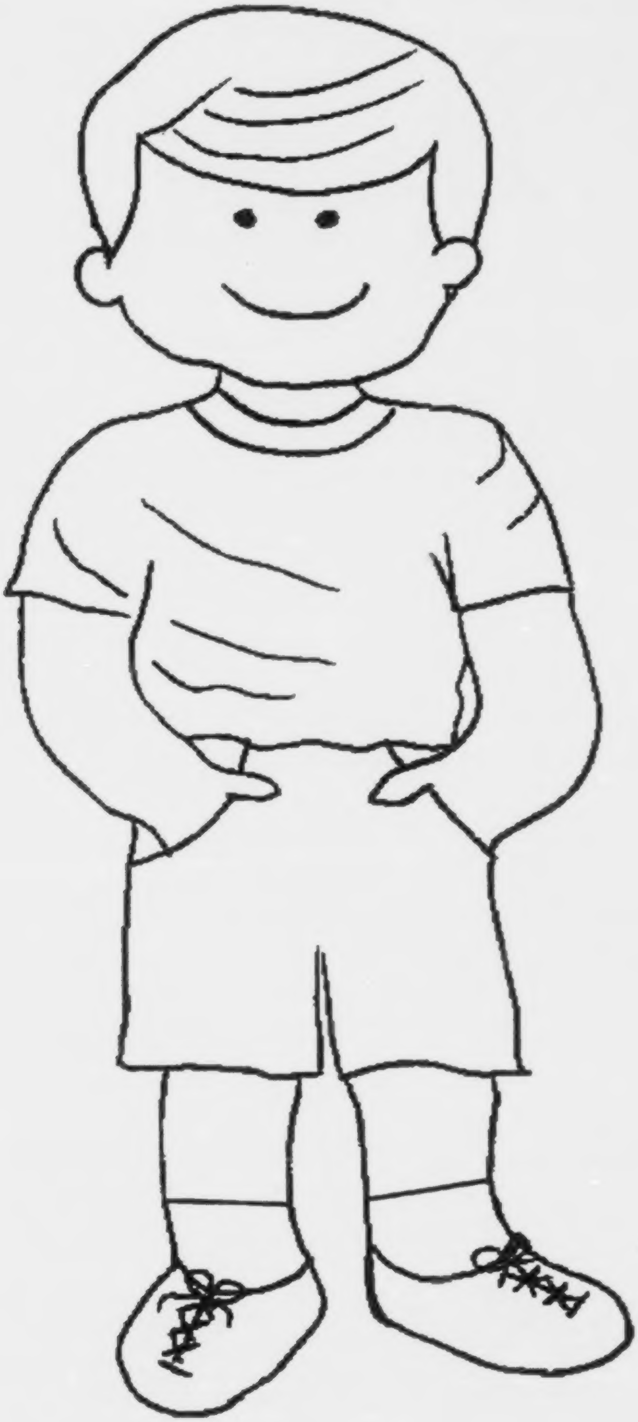
✏ The students will put foods that are the healthier choices on the inside of Mario. (visual and kinesthetic learning styles)

✏ Ask the students to choose a partner. Pass out pictures of food, keeping the following foods within the partnership:
- Apple/apple pie
- Bread/sweet roll
- Muffin/doughnut
- Milk/soft drink
- Peanut butter/peanut butter cookies
- Milk/fruit punch
- Strawberries/strawberry candy
- Baked potato/potato chips
- Orange/orange roll-ups
- Cheese/cheese puffs
- Corn/corn chips
- Baked potatoes/french fries
- Grapes/grape popsicle

✏ Call the partners holding the apple and apple pie. Explain that the apple is a fruit and that apple pie has sugar and fat added. The body gets fewer nutrients (good things) from the apple pie. (auditory learning style)

✏ Ask the partners to choose the food that goes on inside of Mario. Guide the students to place the apple on the inside of Mario and apple pie on the outside. Continue until all partners have had a turn. Discuss the placement of the food pictures on the poster of Mario.

Healthy Foods for Mario, Cont'd.



Mario

Caring for Gifted and Talented Children

- In guiding the children's learning, emphasize reasoning and problem solving skills, creativity, and critical thinking.

- Help the children learn how to use the scientific method of investigation: state the problem, form an hypothesis, experimentation, observation, and conclusion.

- Emphasize concepts and principles rather than concrete facts. For example, focus on why some sea animals live in shells than on the names of different sea shells.

- Help children learn how to learn.

- When presenting information or material to gifted children, increase the complexity or depth of the material.

- Provide activities for children to use the skills of planning, predicting, decision making, and communication.

- Present situation or objects, and have the children generate as many solutions or ways to use the objects as possible.

- Stimulate creative thinking by asking hypothetical questions, such as "What if . . .?"

- Provide opportunities for children to assume leadership roles. Create situations in which they are guiding the learning of other children.

- Provide mentors or role models for the children.

- Reinforce children's individual interests in a particular field of knowledge. Serve as a resource person.

Guidance Techniques for School-age Children

◆ *The caregiver (parent, teacher):*

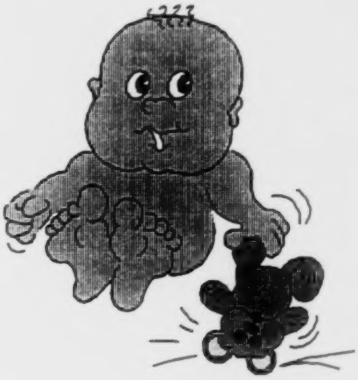
- expresses clear expectations to children in terms of classroom behavior
- shows consistency in enforcing rules
- tries to prevent problem behaviors from occurring
- monitors the children's activities at all times
- helps children to identify and verbalize their feelings
- helps children to understand how others feel
- encourages children to negotiate, compromise, and solve problems on their own
- redirects children to appropriate behaviors when needed
- uses a firm voice correcting behavior

✔ Checklist for Quality Child Care

1. How many children are there for each caregiver?
2. Do the caregivers have time for each child?
3. What type of training and/or experience has prepared the caregiver?
4. Is the caregiver warm, loving, calm, and patient toward the children?
5. Does the caregiver provide and direct activities well?
6. Does the caregiver participate with the children and respond to their questions?
7. Do you agree with the caregiver's child-rearing attitudes?
8. Do you agree with the caregiver's methods of guidance and discipline?
9. Does the caregiver understand children's individual needs?
10. Does the caregiver take time to talk with parents about their children?
11. Where do the children eat, sleep, and play? Are the areas safe, comfortable, and sanitary?
12. What kinds of learning opportunities are provided?
13. Are books, toys, and large-muscle equipment available?
14. Are children encouraged to participate in a variety of activities?
15. Is there enough indoor and outdoor space for children to play?
16. If meals and snacks are provided, are they nutritious?
17. Are the rules and routines that are followed reasonable? Are they easy for children to understand?
18. What arrangements will be made if the caregiver is away or ill? What arrangements are made for children who are ill?
19. If you were a child, would you like to stay there?

Types of ***CHILD CARE*** Services

- child care provided by a caregiver in the child's home
- child care in the caregiver's home
- government-sponsored child care
- church-linked child care
- employer-sponsored child care
- university-linked child care
- cooperative child care
- privately owned child care centers
- nationally franchised child care centers
- drop-in child care centers
- after-school child care
- play groups
-
-



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Observing Teaching Strategies of Caregivers

Location and name of observation site:

Number of children at the site:
Age range of children at the site:

Record the following observations:

1. **Caregiver models appropriate behavior.** Example: Children who hear "please" and "thank you" are more likely to use these expressions.
2. **Caregiver sets clear and positive limits.** Example: Telling children what they can do is more effective than telling them what they cannot do.
3. **Caregiver handles misbehavior immediately.** Example: If mistake was to leave something undone, the caregiver may ask child to return to the task.
4. **Caregiver is consistent with rules for behavior.** Example: Rules and responses need to be carefully thought out and enforced consistently.
5. **Caregiver listens to children.** Example: Listening attentively to what children say promotes positive feelings.
6. **Caregiver praises children's efforts.** Example: Praising, hugging, and patting on the head or shoulder shows affection.
7. **Caregiver quickly comforts a child who is upset.** Example: Nurturing a child promotes emotional security.
8. **Caregiver listens to child's fears.** Example: Accepting children's fears and concerns as real and showing concern helps child face the fear.
9. **Caregiver nurtures intellectual development.** Example: Playing games, reading to children, and talking with children, stimulates their creativity and problem-solving skills.
10. **Caregiver encourages social skills.** Example: By interacting with children, providing opportunities for children to play with other children, talking, playing games, and encouraging children to share toys and take turns the caregiver will teach valuable social skills.

Costs of a Dual-Career Family

Directions: Take the role of the full-time caregiver (mother or father) of a two-year-old child. You are considering returning to work in a full-time job outside the home. Answer the following questions to find out how much it will cost you. Consult additional references as needed.

Income **Expenses**

1. What kind of job will you have?
2. About how much will the job pay in the beginning? $ ______
3. What kind of child care services will you use?
4. Approximately how much will the child care services cost per month? $ ______
5. How far will you be from work?
6. How will you travel to work?
7. Approximately how much will your travel to and from work cost per month? (Don't forget gas, parking, and car maintenance if you drive.) $ ______
8. Will you eating meals away from home? If so, approximately how much will that cost you monthly? $ ______
9. Will you be required to purchase special uniforms, shoes, etc. or other extra clothing? If so, approximately how much will that cost you if you divide a year's purchases by twelve months? $ ______
10. Will you have other job-related expenses? If so, what? (labor union dues, etc.) Cost per month? $ ______
11. Total your job-related expenses. $ ______
12. Subtract your total expenses (#11) from your expected income (#2).
$ ____________ (#2)
$ ____________ (#11)
COST OF WORKING $ ____________
13. Is it worth the cost? What do you think?

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Child Care Standards

Types	Minimum Standards	Detailed Description

Children: Their Primary Concern

Resource	Services Offered	Address	Telephone Number	Other Information
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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Child Development

Web Sites — Resources Focusing on Children

Agency or Organization	**Uniform Resource Locator (URL)**	**Summary**
Child Care Experts National Network	*www.childcare-experts.org*	
Children's Defense Fund	*www.childrensdefense.org*	
Mental Health Association of Texas	*www.mhatexas.org*	
National Association for the Education of Young Children	*www.naeyc.org*	
National Committee to Prevent Child Abuse	*www.childabuse.org*	
National Network for Child Care	*www.nncc.org*	
National Parent Information Network	*www.npin.org*	
Parents as Teacher's National Center	*www.patnc.org*	
U.S. Department of Education	*www.ed.gov/index.html*	
U.S. Department of Health and Human Services	*www.os.dhhs.gov*	

Suspected Child Abuse Scenarios

A. A child care worker questions a child after noticing several bruises on her body.

B. A neighbor notices that young children who live next door are left for long periods of the day without supervision.

C. Law-enforcement officers arrive to check complaints that young school-age children are not attending school.

D. A physician suspects a young patient has been physically abused.

E. A babysitter notices signs that a child may have been sexually abused.

F. A mother observes that her child has bruises when he returns home from the child care center.

Diseases that Threaten Children

Disease	Symptoms	Cause	Incubation	Appropriate Care
AIDS (acquired immune deficiency syndrome)	Swollen lymph nodes; low-grade fever; sore throat; persistent colds; unexplained weight loss; persistent, severe diarrhea	Human Immunodeficiency Virus. HIV can be passed from an HIV- infected mother to her baby during pregnancy or birth; by receiving HIV- infected blood or blood products; or by sexual contact with an HIV-infected person.	5-10 years	Physician care, moral support, good nutrition, good hygiene
Chickenpox	Fever; weakness; red, itchy rash on chest and back	Chickenpox is spread by breathing in infected droplets or by contact with the ruptured sores of someone who has it.	2 weeks	Restrict to bed rest for 1 week. Keep away from other children. Use acetaminophen to control fever. Keep skin clean by giving frequent baths. This also helps sooth itching. Anti-itch medicine may be applied. Disease lasts 7 to 10 days.
Croup	Loud, brassy cough; breathing difficulties; hoarse voice that worsens at night	A viral infection of the larynx (voice box), trachea (windpipe), and bronchial tubes. It occurs most often in children ages three months to five years.	2 to 5 days	Being in a steamy bathroom for 10 minutes is helpful in reducing the cough and swelling. Comfort child with cuddling, reading, or playing to eliminate fear caused by the loud cough. Give child clear and warm liquids. Caregivers should listen for a worsening condition at night.
Diptheria	Sore throat; nasal discharge; fever; thick gray membrane covering the throat and tonsils; rapid pulse	Infection occurs by inhalation of airborne droplets exhaled by a person with the disease. It attacks the respiratory system.	2 days to 1 week	The vaccine is part of a booster shot that includes pertussis and tetanus (DTP). Isolate child and confine to bed rest for 10 to 14 days. Give child liquids and soft diet.
Hepatitis A	Fatigue; profound loss of appetite; yellowish skin; dark brown urine; light colored stool	Viral infection causing inflammation of the liver. Transmitted primarily by contaminated food and water.	2 weeks to 1 1/2 months	Consult physician. Restrict child to bed rest. Keep away from other individuals for 1 week. Notify health department so that those exposed to the child may be treated.
Impetigo	Itchy blisters that break and form crusty sores that contain yellowish pus; usually in the area of the mouth and nose	Strep or staph organisms. Physical contact can spread the infection.	4 to 10 days	Wash the infected area daily with anti-bacterial soap or cleanser. Keep the child clean and enforce handwashing procedures. Use an antibiotic ointment.
Influenza (flu)	Sudden chills; runny nose; sudden high fever; headaches; body aches; sore throat; cough; fatigue	Viral infection transmitted by inhaling infected droplets from the air.	24 to 72 hours	Consult physician. Child should stay warm and drink plenty of liquids. Restrict child to bed rest for at least 3 days. Avoid extensive contact with other children. Use acetaminophen to control fever.

Diseases that Threaten Children, Cont'd.

Disease	Symptoms	Cause	Incubation	Appropriate Care
Measles	Fever; coughing and sneezing; swollen eyelids; sore throat; tiny white spots on the lining of the cheek; rash	Measles is caused by a virus that is transmitted by inhaling infected droplets such as from a sneeze. It is most contagious before the rash appears.	10 to 14 days	See a physician. Child should be kept in bed for the duration of the fever. A child with sensitive, swollen eyes and eyelids should be kept in a darkened room and avoid activity that may lead to eye strain until the swelling and discomfort disappear. All children should be vaccinated for measles.
Meningitis	Fever; stiff neck; nausea; vomiting; loss of consciousness	Bacterial infection usually enters blood as result of another infection and attacks brain and spinal fluid.	2 to 10 days	Consult a physician. Avoid contact with other children until medical release. A spinal tap is the only way to positively diagnose meningitis.
Mumps	Swollen and painful salivary glands; fever; weakness and fatigue; boys also may have painful swelling in testicles	Virus is spread by inhalation of infectious droplets. It is most contagious during the first four days. As swelling decreases, the person is less contagious.	14 to 28 days	See a physician. Bed rest and a liquid diet are recommended. Acetaminophen should be given for pain and discomfort. Children should be vaccinated. The vaccination may be received in a combination Measles/Mumps/Rubella (MMR) vaccine.
Pertussis (whooping cough)	Sneezing; nasal congestion; tearing; loss of appetite; hacking cough that ends with a high-pitched whoop; vomiting	It occurs in infants less than two years old and is contracted by the inhalation of infected airborne droplets often from an adult who has a mild case.	10 days to 2 weeks	See a physician. An antibiotic should be prescribed. Cough medicines will do very little for whooping cough. Infants who contract the disease may recover faster if hospitalized. A soft diet with bed rest is recommended. Get medical clearance before returning child to school or vigorous play. The vaccine is part of a booster shot that also includes diptheria and tetanus (DTP).
Pinkeye (conjunctivitis)	Reddened eyes; yellowish white pus drains from eyes; eyelids are stuck together upon awakening	Viral or bacterial infection; often with a cold, ear infection, or upper respiratory infection; moves to eyes by scratching or rubbing.	24 to 72 hours	Avoid contact with other children until the treatment begins. Enforce handwashing procedures. The disease spreads easily through contact. If possible, keep the child home until the infection is gone.
Poliomyelitis (Polio)	Fever; headaches; muscles of neck and back become stiff; sore throat; vomiting; muscles become painful and tender and paralysis soon follows	A virus attacks the gray matter of the brain and spinal cord. The virus is passed by direct contact with contaminated feces or saliva.	4 to 13 days	Seek medical attention immediately. Isolation and bed rest are recommended during the acute phase of the infection. When paralysis occurs, recovery may take several months. Children must be vaccinated.
Ringworm	Dry, circular patches on the skin; bare spots on scalp	Fungal infection that lives in dogs, cats, and humans. It spreads easily from person to person.	10 to 14 days	Avoid contact with other children. Apply fungicidal compounds to infected area as advised by a doctor.

Diseases that Threaten Children, Cont'd

Disease	Symptoms	Cause	Incubation	Appropriate Care
Rubella (German Measles)	Rash; mild fever	It is transmitted by inhalation of droplets that carry the virus.	2 to 3 weeks	Seek medical attention. Keep children at home until fully recovered. It is very dangerous for pregnant women to contract the disease. The vaccine is given to children at 15 months. The vaccination may be received in a combination Measles/Mumps/ Rubella (MMR) vaccine.
Scabies	Severe itching and scratching; small raised reddened areas on the skin; gray or black lines under the skin	Skin infection caused by an insect mite that burrows under the skin and lays her eggs.	3 to 4 days	Avoid contact with other children. Contact the health department to inquire about treatment for other individuals who have come in contact with the disease. Wash all clothes, linens, and towels used by the child in hot water and dry them in a hot dryer.
Scarlet Fever	Fever; headaches; sore throat; vomiting; swollen lymph nodes; rash on neck and chest within 12 to 36 hours	It is caused by a streptococcal bacteria. It was once a very serious childhood illness. Today, it is rare. The onset is sudden and begins with a sore throat, high fever, and vomiting.	immediate onset	Give plenty of water unless the person is vomiting. Bed rest is recommended. See a doctor. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Children with scarlet fever usually recover within a week. Caregivers should watch for complications which might include earaches and/or inflamed neck glands.
Sore Throat	Sore, scratchy throat; difficulty in swallowing; possible fever	Can be caused by an upper respiratory virus. Also associated with strep throat and mononucleosis.	2 to 5 days	Keep child away from other children until the cause of the sore throat is determined.
Strep Throat	Fever; headaches; sore throat; vomiting; swollen lymph nodes	Streptococcal bacteria spread by inhalation of infectious droplets.	immediate onset	See a physician. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Give child plenty of water, unless vomiting persists. Bed rest is recommended.
Tetanus (lockjaw)	Stiffness of jaw, neck, and muscles; irritability; spasms of the jaw and neck muscles; convulsions	Caused by bacteria whose spores are found in soil entering a deep wound where they can produce a toxin that interferes with muscle control.	8 to 12 days	Consult a physician if child is not immunized against tetanus. It may be necessary to open and clean the wound and to treat the child with antibiotics. Muscle relaxants are often used to relieve muscle spasms.
Tuberculosis	Listlessness; loss of appetite; weight loss; low grade fever; positive tuberculin skin test	It is caused by the organism Mycobacterium tuberculosis.	4 to 12 weeks from infection to demonstrable skin test	If case is noninfectious and physical condition permits, may attend school. Refer to family physician for further study.

Minimum Vaccine Requirements in Texas

Age	Vaccine Requirement
Younger than 2 months	No vaccines required
2 months through 3 months	One dose polio vaccine One dose Diptheria, Tetanus, and Pertussis (DTP/DTaP) vaccine One dose Haemophilus influenzae Type B (Hib) vaccine
4 months through 5 months	Two doses polio vaccine Two doses Diptheria, Tetanus, and Pertussis (DTP/DTaP) vaccine Two doses Haemophilus influenzae Type B (Hib) vaccine
6 months through 11 months	Two doses polio vaccine Two doses Haemophilus influenzae Type B (Hib) vaccine Three doses Diptheria, Tetanus, and Pertussis (DTP/DTaP) vaccine
12 months through 14 months	One dose Measles, Mumps, and Rubella (MMR) vaccine received on or after 1st birthday Two doses Haemophilus influenzae Type B (Hib) vaccine Three doses polio vaccine Three doses Diptheria, Tetanus, and Pertussis (DTP/DtaP) vaccine One dose of varicella vaccine (Chickenpox) received on or after 1st birthday
15 months through 4 years	One dose Measles, Mumps, and Rubella (MMR) vaccine received on or after 1st birthday One dose Haemophilus influenzae Type B (Hib) vaccine on or after 15 months of age, unless a primary series and booster have been completed Three doses polio vaccine Four doses Diptheria, Tetanus, and Pertussis (DTP/DTaP) (Fourth dose not required until 18 months) One dose of varicella vaccine (Chickenpox) received on or after 1st birthday
5 years through 6 years	Three doses polio vaccine including one received on or after the 4th birthday Four doses Diptheria, Tetanus, and Pertussis (DTP/DTaP) vaccine including one received on or after the 4th birthday One dose Measles, Mumps, and Rubella (MMR) vaccine received on or after the 1st birthday and one additional dose of measles vaccine (this dose may be received as part of a second MMR) Three doses hepatitis B vaccine (Children living in 32 border counties) Two doses hepatitis A vaccine Children born on or after September 2, 1994 must have one dose of varicella vaccine (Chickenpox) received on or after 1st birthday
7 years through 11 years	Three doses polio vaccine including one received on or after 4th birthday Three doses Diptheria, Tetanus, and Pertussis (DTP/DTaP/Td) vaccine including one received on or after 4th birthday and one dose within the last 10 years One dose Measles, Mumps, and Rubella (MMR) vaccine received on or after 1st birthday. Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine (Children living in 32 border counties) Children born on or after September 2,1992 must have two doses hepatitis A vaccine

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TEKS 12A *Child Development*

Minimum Vaccine Requirements in Texas, Cont'd.

Age	Vaccine Requirement
12 years and older	Children born between September 1, 1978 and September 1, 1991 (inclusive) must show proof of two doses of Measles vaccine within 30 days after their 12th birthday (this dose may be received as part of a second MMR) Children born between September 2, 1988 and September 1, 1992 (inclusive) must show proof of three doses of hepatitis B vaccine within 30 days after their 12th birthday Children born between September 2, 1988 and September 1, 1994 (inclusive) must have one dose of varicella (Chickenpox) vaccine received on or after 1st birthday within 30 days after 12th birthday

Source: Texas Department of Health, Immunization Division, 2000.

How Communicable Diseases Spread

Disease	Method of Transfer
AIDS	Spread by sexual contact, contaminated syringes and needles, and exposure to contaminated blood. Incubation period from time of infection to development of AIDS virus from a few months up to ten years. There is no known vaccine to prevent a person from getting AIDS, and there is no known cure for the disease
Chickenpox	Usually viewed as a childhood disease, but adults may contract it. Spread by direct contact or airborne transfer. Symptoms appear two to three weeks following exposure.
Common Cold	Spread easily by direct or indirect contact. Symptoms appear within twenty-four hours.
Gonorrhea	Spreads by direct sexual contact or transfer from mother to infant during birth process. One attack does not provide immunity. Symptoms appear in three to nine days.
Infectious Hepatitis	Spreads by direct contact, blood transfusions, contaminated syringes and needles, and by contaminated water, food, and milk. Symptoms develop ten to forty days after contact.
Infectious Mononucleosis	Believed to be spread by nose and mouth discharges. Symptoms usually appear in four to fourteen days.
Influenza	Spread by direct contact or through discharges from nose and mouth. Vaccines are effective when they closely match the prevailing strain of virus. Incubation period is usually between one and three days.
Measles	Spread by direct contact, indirect contact with soiled articles from nose and mouth, and possibly through airborne transfer. One attack usually confers immunity. Symptoms appear in ten to fourteen days.
Mumps	Spread by direct contact and indirectly by articles soiled with saliva of infected persons. Symptoms appear in two to three weeks following strep infection.
Rheumatic Fever	How it spreads is unknown; attacks usually caused by strep infection, such as strep throat. Symptoms appear in two to three weeks following strep infection.
Rubella (German Measles)	Direct contact with infected persons and indirect contact with soiled articles from nose and mouth. Gamma globulin gives some protection. Hazardous during the first four months of pregnancy. Appears in fourteen to twenty-one days.
Syphilis	Spread by direct sexual contact. An infected woman may transmit to unborn child. Incubation period from ten days to ten weeks (usually three weeks).
Tetanus	Usually enters body through an injury, such as a cut or puncture. Symptoms appear in four days to three weeks.

Principles of Health and Disease

A disease is a condition in which an organism does not function properly. Diseases may be noninfectious or infectious. ***Noninfectious diseases***, such as the following, cannot spread from one person to another:

- ***malnutrition***, or lack of proper nutrition
- genetic diseases that are passed by parents to offspring, such as phenylketonuria (PKU), sickle cell anemia, and Huntington's disease
- chemicals or other harmful substances introduced into the body, such as harmful drugs or polluted air
- cancer, a disease in which cell function and division are out of control, causing invasion of and interference with normal functioning of body systems
- diseases in which an organ or system ceases to function properly, such as heart disease, that may be related to lifestyle

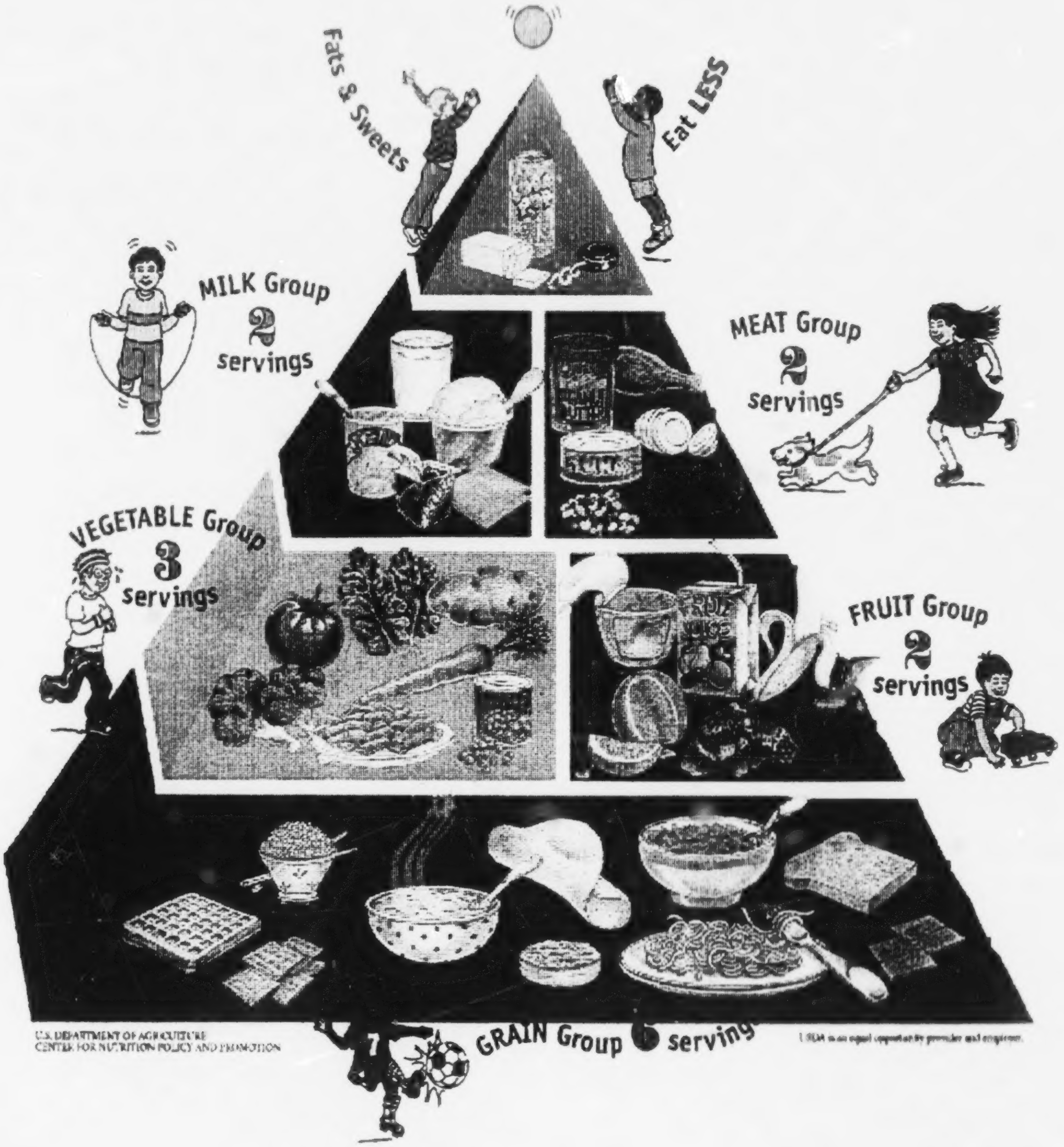
Infectious diseases spread from one person to another through microscopic organisms or viruses that cause disease. ***Infection*** is the existing condition when tissue is being invaded by disease-causing microorganisms, such as the following:

- Viruses infect the body and cause tissue damage and chemical changes in infected cells. The common cold, chicken pox, measles, influenza, polio, rabies, and fever blisters are caused by viruses.
- Bacteria either directly destroy living cells or produce ***toxins***, poisonous substances that damage cells and tissues. Bacterial diseases include strep throat, diptheria, syphilis, tetanus, tuberculosis, acne, and boils. ***Antibiotics*** are substances produced by living organisms that are often used to combat bacterial disease.
- Fungi can cause such diseases as ringworm and athlete's foot.
- Protozoa can cause dysentery, malaria, and sleeping sickness.

The human immune system is the body's natural defense mechanism against disease. The skin and mucus membranes of the respiratory system protect the body from entry of dirt and germs. Once germs enter the body, white blood cells fight the invading mircroorganisms by directly attacking them or by producing ***antibodies***, chemicals that fight specific antigens. ***Antigens*** are invading microorganisms or particles that trigger antibody production. Once antibodies are produced, the body develops ***immunity***, resistance to a disease. Immunity may result from contracting a disease (***natural immunity***) or from receiving a vaccine that prevents disease (***acquired immunity***). Vaccination is the injection of dead or weakened antigen into an organism for the purpose of imparting immunity.

Food Guide Pyramid for Young Children

2 to 6 Years Old


Fats & Sweets
Eat LESS
MILK Group
2
servings
MEAT Group
2
servings
VEGETABLE Group
3
servings
FRUIT Group
2
servings
GRAIN Group 6 servin
U.S. DEPARTMENT OF AGRICULTURE
CENTER FOR NUTRITION POLICY AND PROMOTION
USDA is an equal opportunity provider and employer.

Source: USDA Center for Nutrition Policy and Promotion.

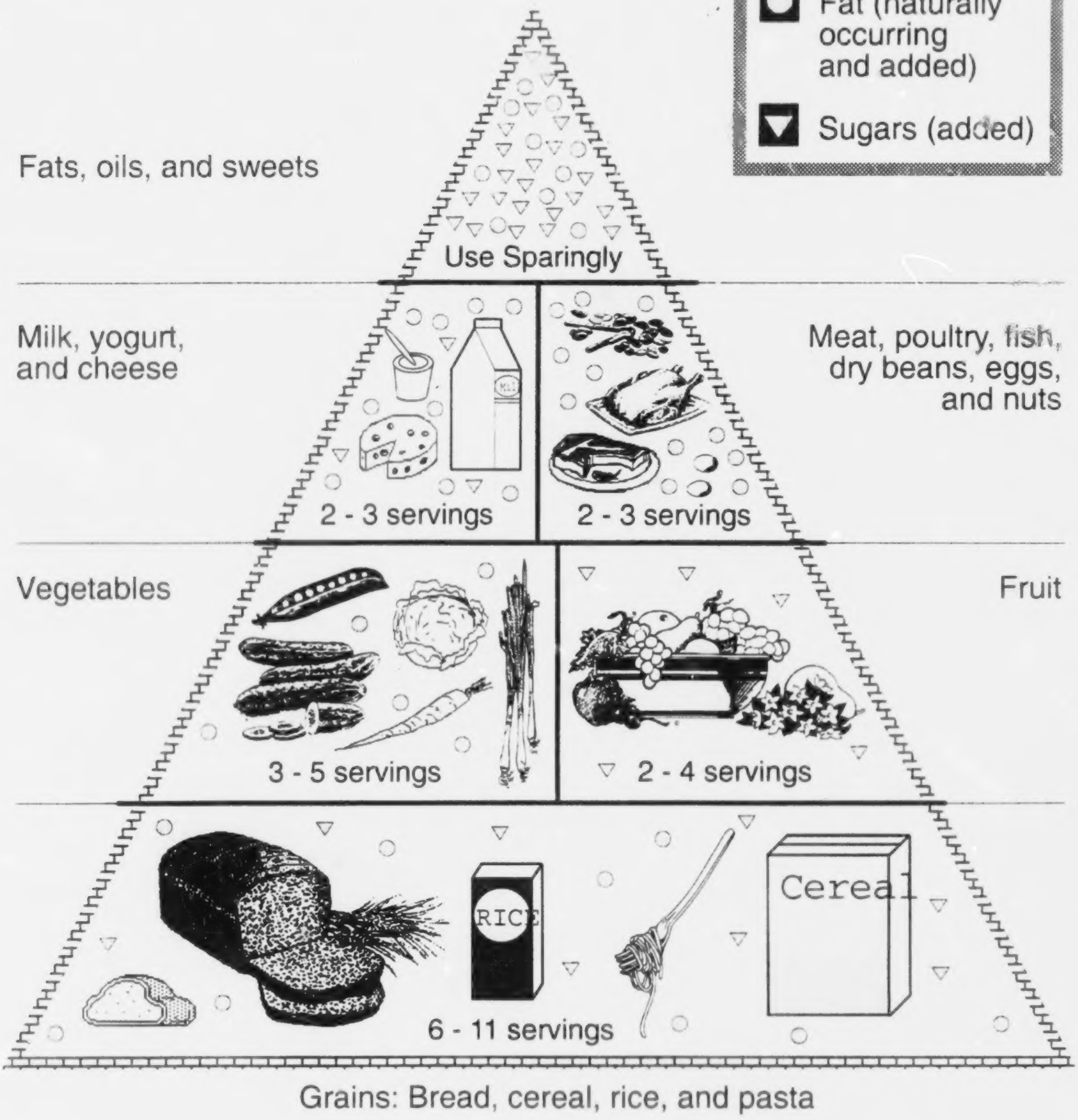
Food Guide Pyramid

A guide to daily food choices

Key

○ Fat (naturally occurring and added)

▽ Sugars (added)


Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Meat, poultry, fish, dry beans, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
RICE
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

Adapted from "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service

Food Portions for Young Children

Portion Guide

Food group	Servings per day	Serving size
Milk	2	1 c. milk 1 oz. cheese 1 c. yogurt 1/2 c. ice cream
Meat	2	3 oz. meat, poultry, or fish 1/2 c. dried beans or peas 1 egg
Fruit	2	1 medium banana, orange, apple, etc. 1/2 c. cooked or canned fruit 3/4 c. fruit juice
Vegetable	3	1/2 c. raw cooked or canned vegetables 1 c. leafy raw vegetables
Grain	6	1 piece bread 1/2 c. cooked cereal, rice, or noodles 3/4 — 1 c. ready-to-eat cereal

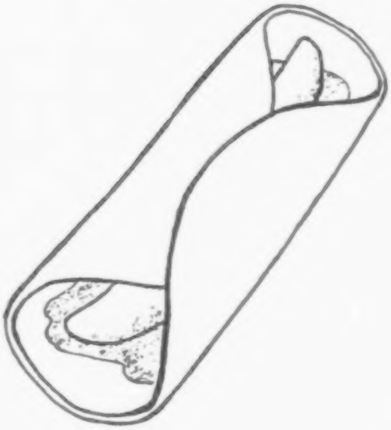
Source: (Food Guide Pyramid, USDA) *Texas Child Care*/Fall 1999.

Easy Foods for Children to Make

1. Banana Wraps

- Soften a whole wheat flour tortilla and spread with peanut butter.
- Place a banana in the center of the peanut buttered tortilla.
- Wrap the tortilla around the banana.

Makes a great breakfast!



2. Peanut Butter Balls

1/2 c. peanut butter
2 1/2 Tbsp. nonfat dry milk
2 Tbsp. raisins
2 Tbsp. honey
Sesame seeds (optional)

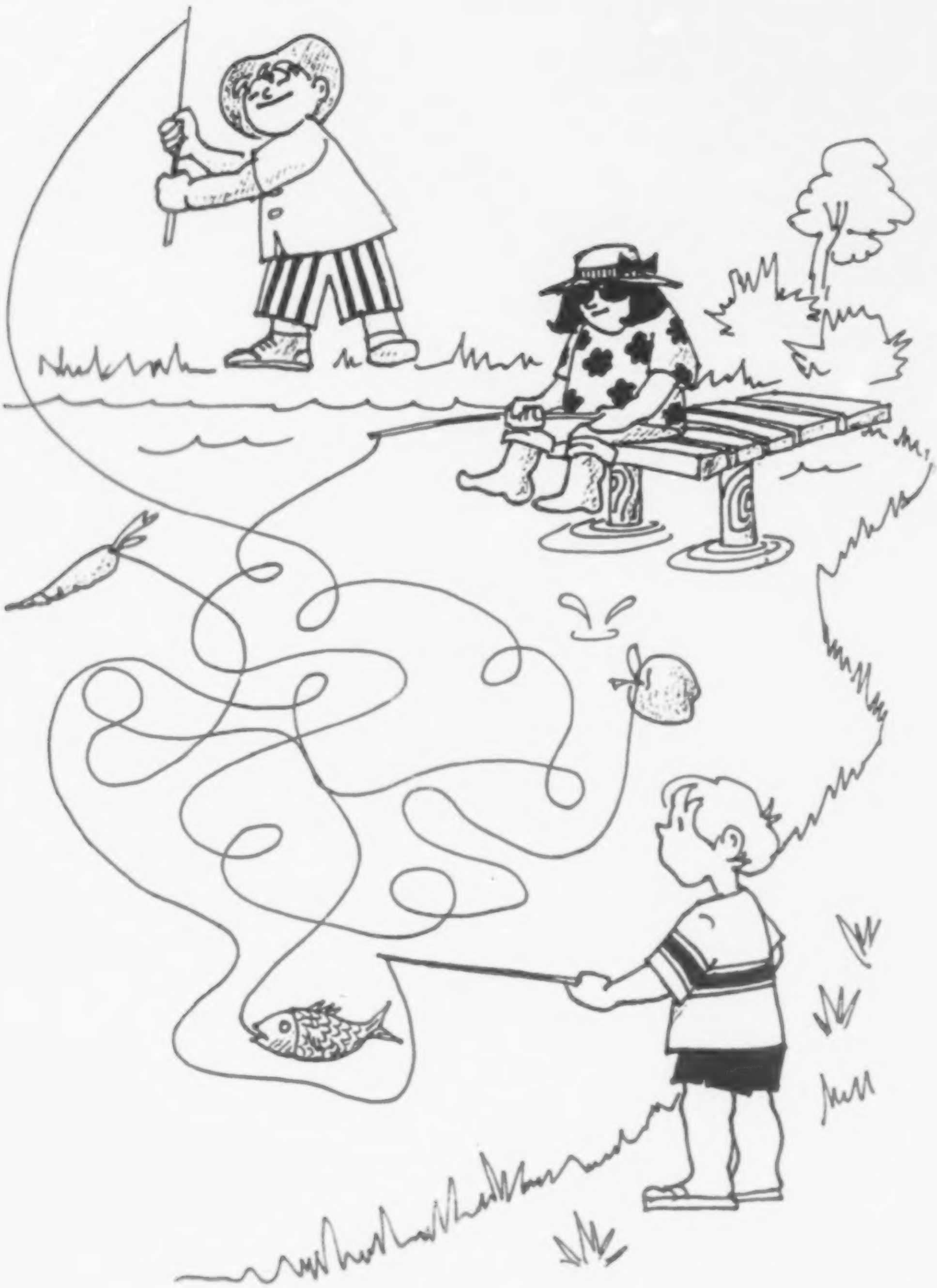
- Mix all ingredients except sesame seeds.
- Form into balls.
- Roll in sesame seeds. Enjoy!

3. Ambrosia Salad

1 can pineapple tidbits
1 can mandarin oranges
1 c. miniature marshmallows
1 c. plain low-fat yogurt

- Drain the 2 cans of fruit.
- Combine all ingredients in a large bowl.
- Mix well. Chill.
- Enjoy!

Good—For—You Lake



NUTRITIOUS SNACK IDEAS

Raggedy Ann and Andy Treat

Peach halves
Banana slice
Shredded cheese
Raisins
Maraschino cherries
Lettuce leaves
Celery sticks

- *For each treat, place a peach half, cut side down, on a plate.*
- *Place a banana slice next to the peach half for the head.*
- *Use small celery sticks for the arms and legs, with raisins at the ends for hands and feet.*
- *To make the face, use raisins for the eyes and nose and a piece of cherry for the mouth.*
- *For Raggedy Ann, add a ruffly leaf of lettuce for the skirt and some shredded cheese for the hair.*

Banana Wheels

Banana slices
Orange juice
Toasted wheat germ

- *Dip banana slices in orange juice.*
- *Roll in toasted wheat germ.*

Peanut Butter Balls

1/2 c. peanut butter
1 or 2 Tbsp. honey
4 Tbsp. dry milk
2 Tbsp. chopped nuts
2 Tbsp. raisins

- *Combine ingredients.*
- *Roll into balls.*
- *Store in the refrigerator.*
- *Serve and enjoy !*

Other Fruity Ideas

Orange circles or orange smiles

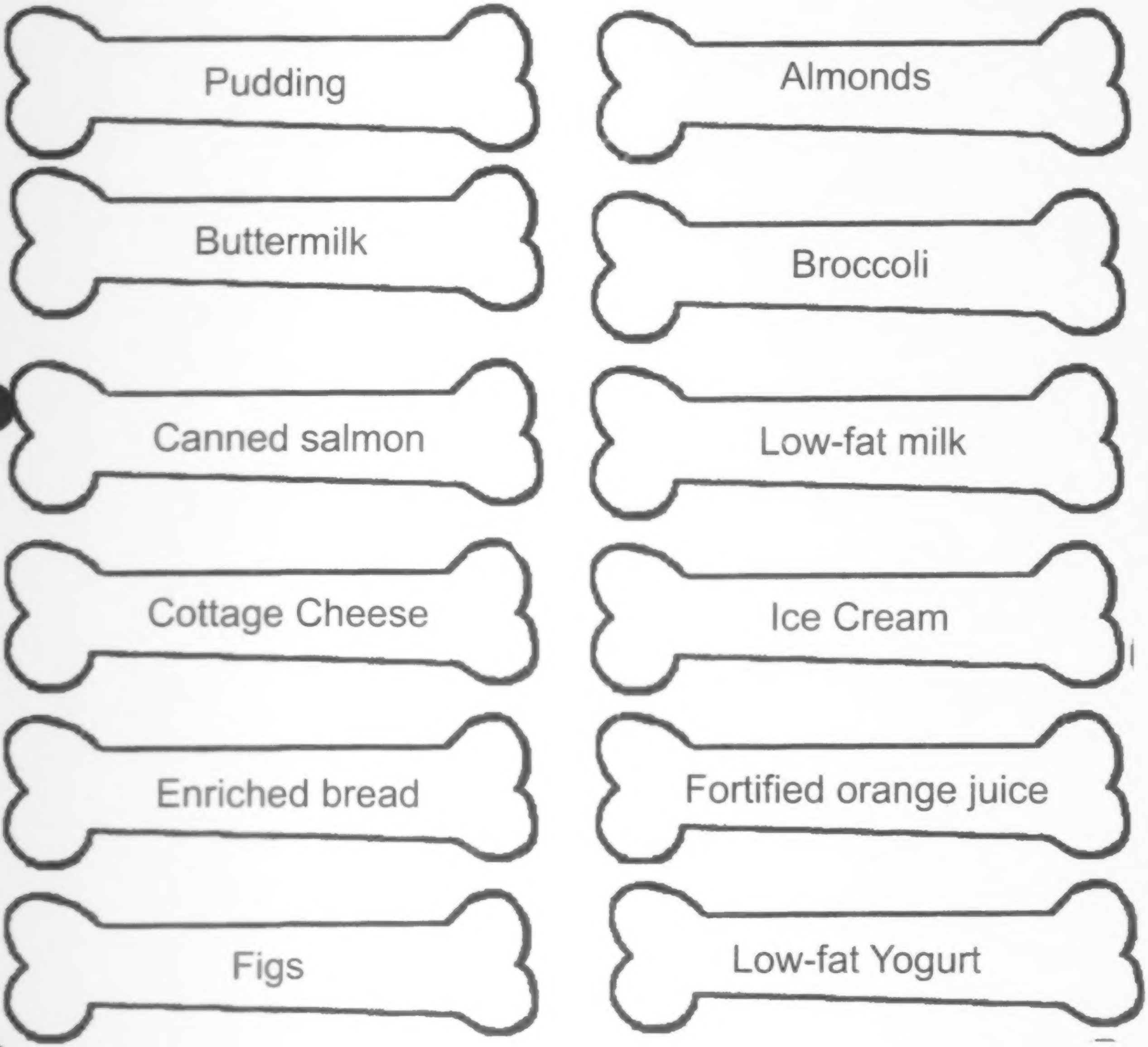
Apple slices spread with peanut butter

Dried apricots, apples, or peaches

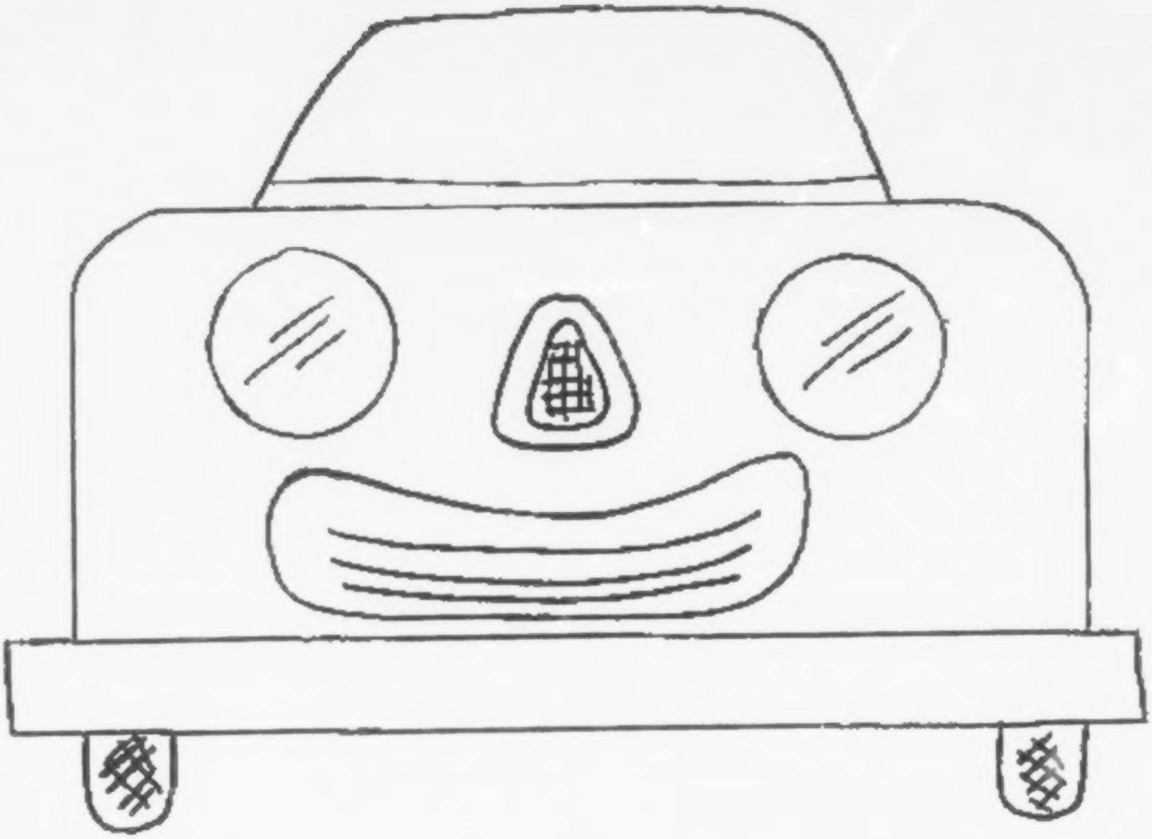
Fresh fruit and cheese

Bone Builders

▲ Choose five favorite high-calcium foods below. Use scissors to cut out your choices. On another sheet of paper, paste the five bones to build a Happy Body. Add a happy face for the head. Remember that healthy bodies are happy bodies!

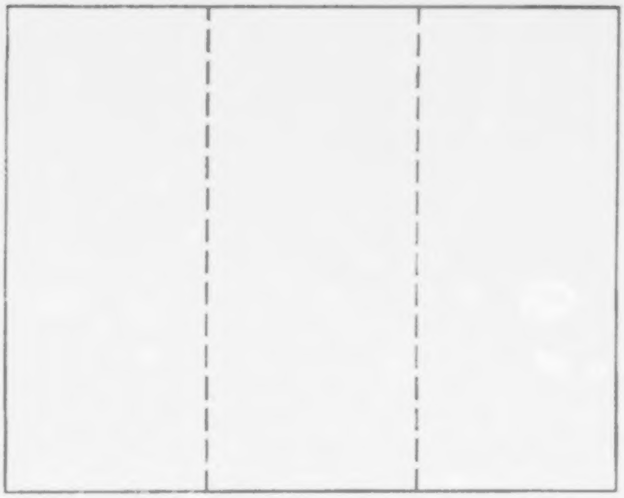

Pudding
Almonds
Buttermilk
Broccoli
Canned salmon
Low-fat milk
Cottage Cheese
Ice Cream
Enriched bread
Fortified orange juice
Figs
Low-fat Yogurt

MY BODY: A CAR

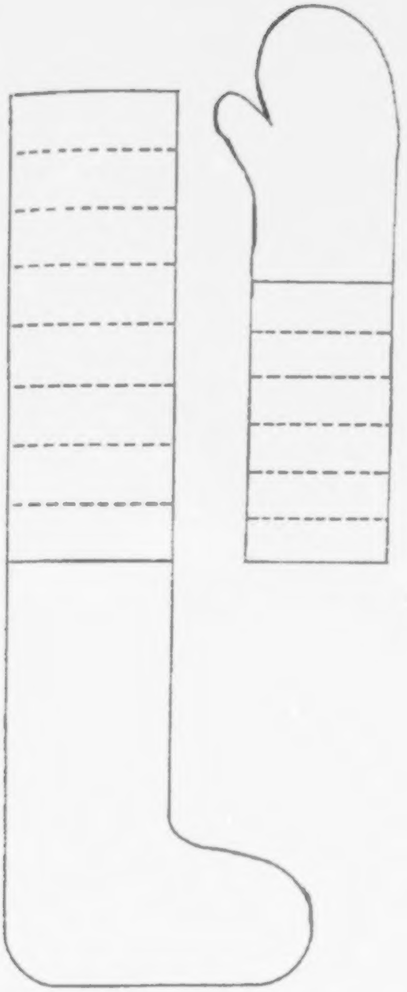


My body is like a car because it needs good quality fuel. Here are some nutritious foods that will help my body work better.

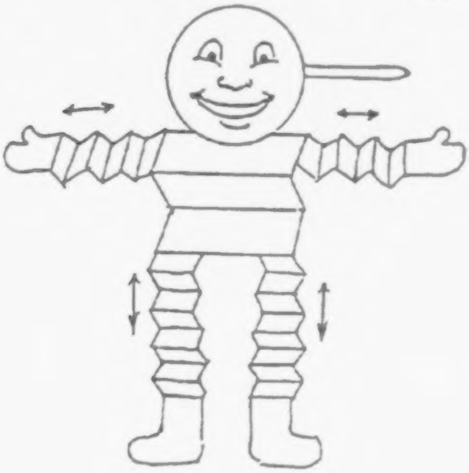
Use the back of this page to create your own "My body: A Car."



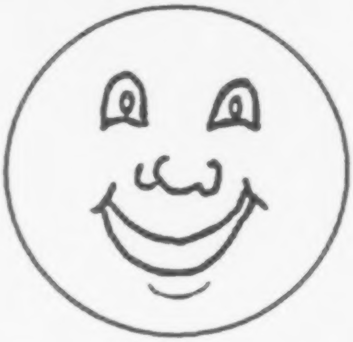
Cut one body and one head for each puppet.



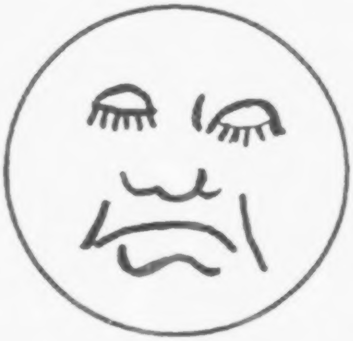
Cut two arms and two legs for each puppet



Glue craft stick to head.



Jumping Jiminy



Grumpy Gus

Safety for Children at Different Levels of Development

Level of Development	Safety Practices
Newborn	
Infant	
Toddler	

Safety for Children at Different Levels of Development, Cont'd.

Level of Development	Safety Practices
Preschool	
School-age	

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TEKS 13A *Child Development*

Demonstrating Effective Leadership and Team Member Skills

Directions: Write your responses to the following questions concerning your personal experiences as a leader at home, in the community, at school, or at work.

1. Describe your definition of skills, characteristics, and responsibilities of leaders.

2. Describe your participation as you planned and conducted a leadership activity at home, school, work, or in the community.

   Activity ______________________________

   Location and description of activity:

   Description of participation:

   Leadership skills, characteristics, and responsibilities demonstrated:

3. Discuss your definition of skills, characteristics, and responsibilities of effective team members.

4. Describe your participation as a team member at home, school, work, or in the community.

   Activity ______________________________

   Location and description of activity:

   Description of participation:

   Team member skills, characteristics, and responsibilities demonstrated:

Effective Leaders and Team Members Checklist

Directions: Rate your effectiveness as a leader and team member by placing a ✔ in the box that best describes your skill.

Do you . . .	Usually	Sometimes	Rarely
• Delegate responsibility?	☐	☐	☐
• Follow directions?	☐	☐	☐
• Refrain from gossip?	☐	☐	☐
• Volunteer help when needed?	☐	☐	☐
• Use constructive criticism?	☐	☐	☐
• Accept criticism without anger?	☐	☐	☐
• Participate in group activities?	☐	☐	☐
• Do your share of the job on activity?	☐	☐	☐
• Listen to others?	☐	☐	☐
• Follow the rules of the group?	☐	☐	☐
• Enjoy all members of the group?	☐	☐	☐
• Adapt to changing situations?	☐	☐	☐
• Accept those whose views differ from yours?	☐	☐	☐
• Have a sense of humor?	☐	☐	☐
• Accept people of other backgrounds?	☐	☐	☐

Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length. It is not acceptable to present a resumé in handwritten form.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design*, *compose*, *develop*, *maintain*, *schedule*, *supervise*, *plan*, *prepare*, and *monitor*.
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Resumé

Chris Fowler
2525 37th Street
Dallas, Texas, 78880
(531) 279-0732

Employment Objective	Child care worker; available afternoons, weekends, and during school breaks	
Education	20xx-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Month
Work Experience	20xx	Volunteered on weekends A-1 Child Care Center Dallas, Texas
	Summer 20xx	Provided customer service (Giftwrapper) Smith's Gift Shop Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FCCLA
References	Available upon request.	

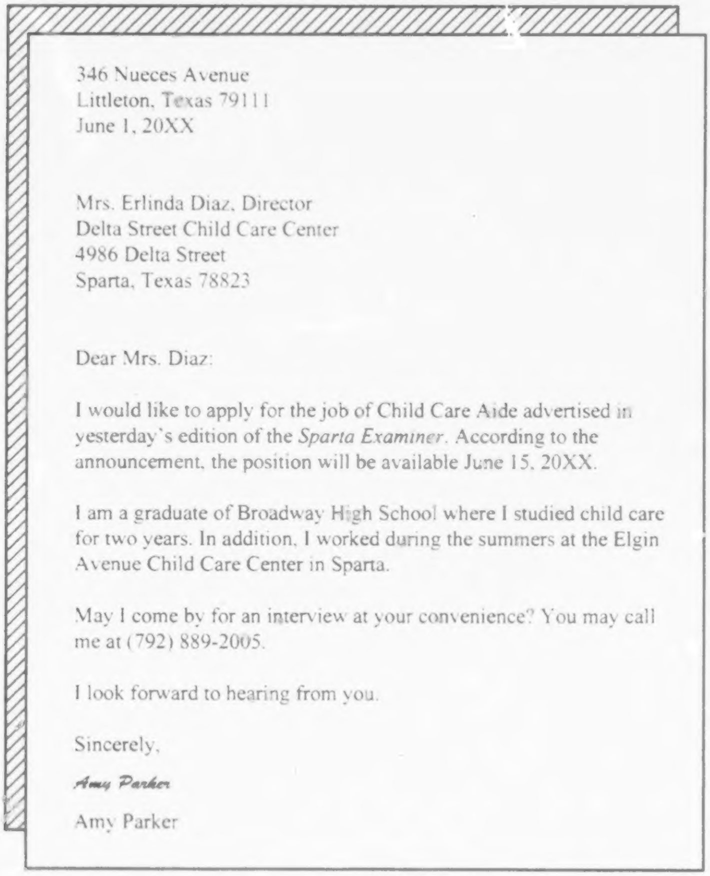
Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:

- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:

- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, and phone number so the employer knows where to contact you.



346 Nueces Avenue
Littleton, Texas 79111
June 1, 20XX

Mrs. Erlinda Diaz, Director
Delta Street Child Care Center
4986 Delta Street
Sparta, Texas 78823

Dear Mrs. Diaz:

I would like to apply for the job of Child Care Aide advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Broadway High School where I studied child care for two years. In addition, I worked during the summers at the Elgin Avenue Child Care Center in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

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TEKS 13B

Guidelines for Completing Job Applications

A ***job application*** must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ________ Last Name: ________________ First Name: ________________ MI: ____
Home phone: ____________ Street Address: ________________________
City: ________________ State: ________________ Zip: ________________

Name of someone who can be contacted
in the case of an emergency: ________________________
Phone number: ________________

Employment History

From: ______ To: ______	From: ______ To: ______
Employer: ________________	Employer: ________________
Address: ________________	Address: ________________
Supervisor's Name: ____________	Supervisor's Name: ____________
Duties Performed: ____________	Duties Performed: ____________
________________________	________________________
________________________	________________________
Reason for Leaving: ____________	Reason for Leaving: ____________

Education

Name of School: ____________	Name of School: ____________
Address: ________________	Address: ________________
Date of Graduation: ____________	Date of Graduation: ____________
Degree Received: ____________	Degree Received: ____________

Other Information

List any awards, special talents, or interests you have:
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ____
2. ____
3. ____

Date available for employment: ________________

List skills and training in which you have experience:
____
____
____

I acknowledge that the above information is true to the best of my knowledge.

Signature ________________________ Date ________________

INTERVIEW QUESTIONS

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- Tell me about your background and experience.
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?

Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Mrs. Consuela Gomez
Fiesta Child Care Center
7833 Hooper Street
Topper, Texas 70047

Dear Mrs. Gomez:

Thank you for the time you spent interviewing me for the child care aide position at Fiesta Child Care Center. After discussing this job with you, I am very interested in the job at the child care center. I believe my family and consumer sciences classes and my volunteer experience at the Caldwell Community Center nursery have prepared me well for this type of job.

If you need any additional information, please contact me at the above address or at (806) 045-4859.

Sincerely,

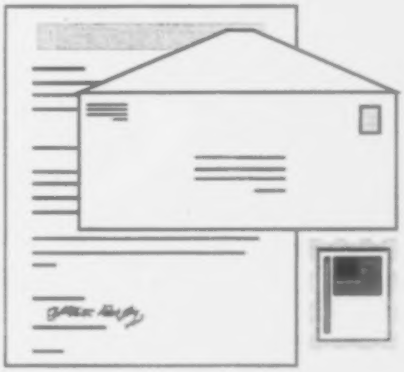
Luke Turner

Luke Turner

Guidelines for Terminating Employment

There are many reasons to terminate, or leave, a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



Tips for writing a letter of resignation:

Tell when you want to quit the job.

Thank the employer for her or his help.

Tell why you are quitting if appropriate. (*optional*)

Tell where you will be working in the future. (*optional*)

Type a neat, concise letter following a business format.

Suggested Obligations in Terminating Employment

For the Employee:

- Leave on good terms.
- Job search away from work.
- Continue to work efficiently and well on the present position while searching for new employment.
- Be an honest, dependable, and trustworthy employee.
- Give ample notice to the employer before taking a new position.
- If appropriate, offer to train the replacement.

For the Employer:

- Clearly state work expectations, career-related duties, hours, and benefits to employees.
- Explain the obligations of employees in terminating employment.
- If appropriate, explain that the employee is expected to help find and/or train a replacement when terminating employment.
- Create a safe work environment for employees.
- Build a good relationship with employees.

TA 98a
TEKS 14C *Child Development*

Goals for the 2000's

1. Describe a day in your life in the year 2015. How do you live? Who are the others in your family? What do you do to make a living? What do you do for leisure activities?

2. What future possibilities delight you? Worry you? Confuse you?

3. What do you believe you have to offer the future? Special talents? Special ideas? Be specific about yourself and your role in the future.

4. What could you do to improve the world?

5. Do you see the future as within your control or controlled by others? Why or why not?

Goals for the 2000's, Cont'd.

6. What are five things you might do to help get ready for your future?

7. What are your short-term career goals?

8. What are your long-term career goals?

Analyzing a Television Show Produced for Children

1. Title of television show ______________________________

2. Write a synopsis of the television show ______________________________

3. Record the number of acts of violence per thirty minutes ______________________________

4. Record any stereotyping of males and/or females ______________________________

5. Explain how the stereotyping was portrayed ______________________________

6. Do you feel this show would be beneficial for children? Why or why not? __________

Analyzing a Television Show Produced for Children, Cont'd.

7. Do you think excessive violence has any effect on children's behavior? In what way(s)? ______________________________

8. Do you think there is a lack of diversity in children's shows? If so, how? ______________________________

TA 100 *Child Development*

Critique Children's Books

Select two books.

Write the title, author, and illustrator of the first book:

1. List the characters in the book:
2. Write a synopsis of the book:
3. Suggest a use for the book:

Write the title, author, and illustrator of the second book:

1. List the characters in the book:
2. Write a synopsis of the book:
3. Suggest a use for the book:

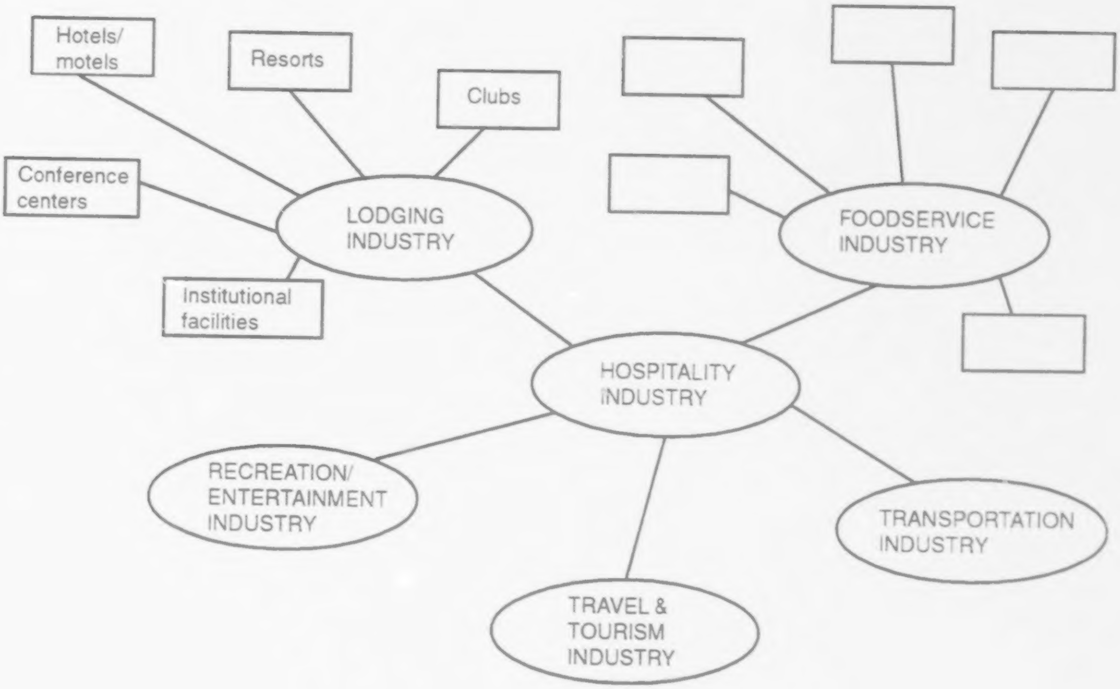
Compare two books listing ways they are alike and different:

Alike:	Different:
a.	a.
b.	b.

Recommend the book you prefer giving two reasons for your choice:

Title: ____
1.
2.

Web Diagram


Hotels/
motels
Resorts
Clubs
Conference
centers
LODGING
INDUSTRY
Institutional
facilities
FOODSERVICE
INDUSTRY
HOSPITALITY
INDUSTRY
RECREATION/
ENTERTAINMENT
INDUSTRY
TRANSPORTATION
INDUSTRY
TRAVEL &
TOURISM
INDUSTRY

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:
- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:
- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:
- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

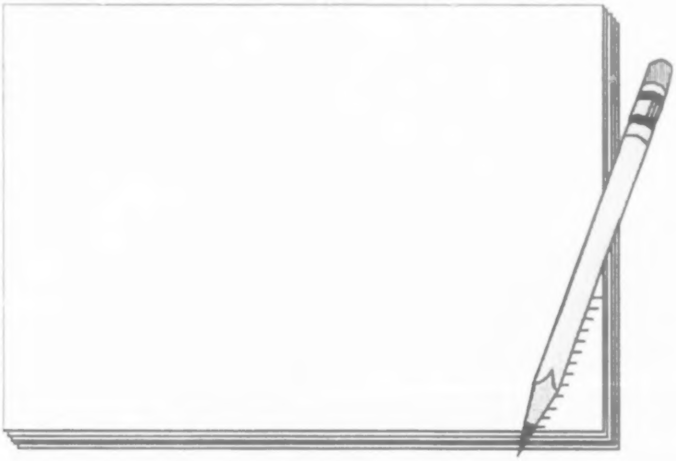
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.